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ABSTRACT

The object of the investigation was to obtain data on a random sample of women attending West Texas State to evaluate the educational experience for women there. Specifically, the study was to provide: (1) a profile of women students; (2) personal and professional information about individuals; (3) students' judgments of their acquisition of competencies and useful professional knowledge; (4) current information on educational and employment patterns; and (5) feedback on how the university experience might be improved. Five hundred fifty-eight women participated. The results are presented in tabular and narrative form. No statistical analyses were made. The two questionnaires used (for current students and for alumnae) are appended. (MSE)

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FINAL REPORT

A FOLLOW-UP STUDY OF SELECTED WOMEN ATTENDING WEST TEXAS STATE UNIVERSITY FROM FALL, 1973, THROUGH SPRING, 1976

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PRINCIPAL INVESTIGATORS: *Enid Buswell Bates*
Jack M. Bullock

AUGUST, 1977

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2401 VIRGINIA AVENUE, N.W.
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WEST TEXAS STATE UNIVERSITY
ORGANIZED RESEARCH PROGRAM
CANYON, TEXAS 79016

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CHAPTER I

INTRODUCTION

Problem and Purposes

The problem of this investigation was to obtain, organize and present data of a random sample of women attending West Texas State University from Fall, 1973, through Spring, 1976, in order to assist in the evaluation of the educational experience for women at WTSU.

The purposes of the study were to: (1) establish a base line, or profile of women attending WTSU, against which subsequent surveys might be compared and against which trend data could be plotted; (2) provide personal and professional information regarding the selected women; (3) obtain judgments from the women concerning their acquisition of competencies and useful professional knowledge while attending WTSU; (4) provide current information on the educational and employment patterns of the subjects; and (5) provide feedback from the subjects on how the WTSU experience might be improved.

Need For The Study

American higher education has grown and changed since its 17th century beginning, but critics in recent years have charged that it has not changed rapidly enough to meet the demands of an

increasingly diverse student population. Among those questioning the relevance of higher education in their lives today are women. The changing role of women in American society has contributed to the need for an examination of the quality of the educational experience provided for them.

Dr. Richard Farrell (6) conducted case studies into the reasons for initial enrollment in college courses by middle-aged women without previous college experience. The results found the personal factor to be extremely important, both in the women's decision to enroll and in their hoped-for benefits of a college education. This study emphasizes that an institution hoping to attract and keep a population of these individuals as students, must prepare itself to demonstrate that it will take their needs very seriously and can offer high quality programs of study.

A major purpose of this follow-up study of women attending WTSU from Fall, 1973, through Spring, 1976, is to provide a profile of these women and to identify areas in which the University can take positive action toward developing programs to meet women's special needs and interests.

In order to evaluate and improve the educational experiences for women at WTSU, it is necessary to study continuously, listen to, and plan with our former and currently enrolled women student population.

The need for this study was based on the following rationale:

1. The study would contribute additional data in an area where research is needed.

2. Recognizing the potential impact of women on enrollment, the WTSU Administration appointed a Coordinator and Advisor of Programs for Women in 1975. This position is a one-quarter time faculty assignment. The profile of WTSU women students provided by this study is essential for effective planning of programs for women.
3. There was a need for a recent personalized follow-up study of past and current women students at WTSU.
4. The women identified in the study who have not received a university degree and are not currently enrolled in a college or university will receive a special invitation to return to WTSU to continue their academic work.

Limitations of the Study

The findings of this study represent the perceptions of the 558 participating respondents. Conclusions cannot be assumed to be true of all women who attended WTSU from Fall, 1973, through Spring, 1976.

No statistical tests were attempted on these data.

CHAPTER II

RELATED RESEARCH

This follow-up study was concerned with evaluation of the educational experience offered women at WTSU and was limited to data relating to a random sample of women attending WTSU from Fall, 1973, through Spring, 1976. Included is a brief survey of related research pertinent to the following topics: Need for Change, Follow-Up Studies at WTSU, and Importance and Values of Follow-Up Studies.

Need for Change

Today's rapidly changing socio-economic conditions make it imperative for colleges and universities to re-evaluate and consider revisions in its required core curriculum. These revisions should make it possible to deal more effectively with the skills and interests of the current university women student population.

According to President Gerald Ford, in a speech presented at Ohio State University, August 30, 1974, a new alliance must be formed between the world of education and the world of work. The alliance can only be realized after present inequities are exposed. The U. S. Civil Service Commission (26) and the U. S. Department of Labor (27, 28, 29, 30, 31) indicate that the greatest concentration

of women workers is in jobs with a low-pay scale and little or no advancement. Consequently, the income earned by the average woman worker is less than three-fifths of that earned by a man, even when both work full time throughout the year. Studies (26, 27, 28, 29, 30, 31) also disclose that the average woman and man worker is equally educated with a median of 12.5 years of schooling.

In order to help women pursue their career choice and life plans, Lois Hart (12) suggests that the university develop and implement a training design program aimed at women interested in becoming more effective leaders in our society.

In a study by Dr. Mary Louisa Carlson (3), a subjective appraisal was made of the university experience. A high level of success was demonstrated in the achievement of a degree and attainment of a meaningful vocation.

Follow-Up Studies At WTSU

The adequacy and effectiveness of an institution of higher learning depends upon a complexity of factors: educational experience in offered curricula, teaching faculty, learning environment and physical facilities, and the nature of the student population. The most significant factor; however, of the adequacy of programs and measures of effectiveness is the university product--the student or graduate. Universities should be aware of the status, adequacy, and success of their product. Many institutions periodically survey their graduates on a regular basis and use follow-up studies. Such surveys provide a means for close contact between alumni and the

institution to improve programs of higher learning (17, 19).

Miller's study (17) was specifically concerned with student attitudes in regard to the graduate program at WTSU. Data were obtained from mailed questionnaires sent to all known addresses of WTSU master degree graduates from the years 1933-1968.

A study of more recent WTSU graduates, conducted by the WTSU Evaluation Committee for NCATE, was limited to data obtained from questionnaires designed to elicit attitudes and evaluation of the program completed by 1971-1972 graduates currently employed by the public schools in Amarillo, Canyon, and Hereford, Texas. Graduates' competence was evaluated as a group within each school by the appropriate school official.

Stoker's study (25), based entirely upon university records, was made to determine the value of the Graduate Record Examination as a predictor of success in the graduate program for Master of Education students at WTSU who received degrees in 1971.

Bates (1) obtained, organized, and presented data of 1971 Master of Education Degree recipients at WTSU. The kinds of data collected included: information obtained from official University records, graduates' perceptions of their preparation program and professional competencies as perceived by the immediate educational supervisor.

Importance And Values Of Follow-Up Studies

Institutional follow-up studies requiring the participation of past students have proved to be a very useful tool in the evaluation of colleges and universities in regard to curricula,

faculty, and administration (17). Seymour Weisman, Alvin Sandowsky, and Estelle Alpert wrote:

An institution dedicated to continuing excellence in higher education should consult with its alumni when planning curriculum changes. The graduates, the 'end products' of the education process, are uniquely suited to determine the more stable and long range effects of an institutional program. They can best discuss the salient strengths and weaknesses of an institution and its constituent departments (32: 120-1).

John Flanagan (7:248-50) suggests that systematic evaluation of the educational program be made by asking students to assess the appropriateness of specific instructional components in assisting them in attaining their individual goals.

According to Steve Bodnarchuk (2:31-2), "Follow-up studies should be systematic and continuous. The follow-up results can be a basic determinant of the entire program." He also found that it was advantageous to supplement the use of the questionnaire with individual and group contact with graduates and their employers. The follow-up seems to give the graduate a feeling of belonging and indicates continuing interest in him and his individual progress.

Three indirect values of follow-up studies listed by Jack Nelson (20:112) in his article "Follow-Up Study of Graduates" are:

1. Alumni become more closely connected with and directly interested in their alma mater.
2. College gains firm public relations materials.
3. Data provided points for comparison with other universities.

Robert Pace (22:674) suggests that modification needed by institutions be made in the areas such as growth in understanding, heightened awareness, appreciation, values, attitudes, and moral

sensitivity as well as intellectual modification.

Means of acquiring or continuing education must be available to every adult at whatever point he or she broke off traditional formal schooling. The structure of adult education must be drastically revised. It must provide practicable and accessible opportunities, developed with regard for the needs of women, to complete elementary and secondary school and to continue education beyond high school. Vocational training, adapted to the nation's growing requirements for skilled and highly educated manpower, should be included at all these educational levels (19:1).

This quotation included in the report of the President's National Advisory Council on Extension and Continuing Education issued during March, 1963, in Washington, D. C. is significant. Its call for a wider availability of educational opportunities for all adults illustrates that a focus on the special educational needs of women quickly leads to a recognition that much must be done before higher education can adequately serve anyone—male or female.

A study conducted by George Demos (4) examined the reasons students drop out of college and duplicates the statistics relative to students who do not complete their education. It was found that many times the actual reasons students drop out of school do not coincide with the reasons seen by trained counselors. In a survey conducted by A. F. Graziano at the University of Illinois (10) results indicated that financial reasons represented a large percentage of the necessity for not completing their higher education.

Mulligan (10) found that the traditional role of a woman as a homemaker and mother often precludes completion of degree programs at institutions of higher learning and/or inhibits the development of a career. Programs must be developed to meet the needs of women

who want to combine home responsibilities with further education or to complete their formal education when their child-rearing responsibilities have lessened.

CHAPTER III

METHODS AND PROCEDURES

The general design of this study was descriptive in nature. The kinds of data collected: (1) information obtained from official University records, (2) information concerning the women's academic, professional, and personal aspirations, and occupations, (3) perceptions of their educational experiences at WTSU, and (4) suggestions for improving their experiences at WTSU, appear particularly appropriate for the descriptive research design. Follow-up studies by their very nature seem well suited to this design.

A table of random numbers was used to identify a random sample of women from each semester to be included in this study--fall, 1973, through spring, 1976. Taking into account the possibility that a woman could not be located, a five percent sample of the women were identified for the study (5: 38-39). The assumption was made that stratified random selection and eliciting cooperation by telephone would insure a representative sample.

Data from Official Records

The initial data, obtained from official University records, for the 558 selected women attending WTSU from fall, 1973, through spring, 1976, included their name, date of birth, permanent address

and telephone number, classification, major subject area, and Texas residency information.

Construction of Instruments

In order to obtain the desired information, a structured telephone interview form, a questionnaire and a rating scale were constructed, as well as an accompanying cover letter which included an explanation of the study. Questionnaire and rating scale were obtained and adapted from reputable research (1, 4, 8, 11, 16, 17, 19).

Both closed form and open form items were included. The closed form type question, requiring checked responses, was used to secure categorized data which facilitated processing, tabulating, and summarizing of the data. Open form items were used in order to allow the respondent to express her attitudes and feelings more concisely and in depth.

The instrument designed to collect data from the subject included; marital status, number and ages of children; educational goal in attending WTSU; status when entering WTSU; current educational status and aspirations; occupation and future plans; evaluation of the WTSU educational experiences--counseling services, faculty, courses, etc.; professional honors and/or recognition received; if applicable, reasons, including graduation, for no longer attending WTSU; and suggestions and observations for the improvement of the program.

Two questionnaires were constructed, one for past students containing 45 items and one for current students containing 40 items. The questionnaires were designed to obtain much identical data which could be tabulated to represent the total group of respondents. The items which were different for past and current students were pertinent to their status.

All instruments designed for this study were administered to a randomly selected group of women students, currently attending WTSU and not included in this study, for improvement, clarification, and evaluation. The cover letter and questionnaires may be found in the Appendix.

Data obtained from all instruments were computed by the WTSU D.E.C. System 10 Computer.

Administration of Instruments and Data Collection from Selected Women

The next step was to locate and talk with the selected subjects by telephone. Information concerning the alumni's current address was obtained from the WTSU Alumni Office, relatives, and friends, while information concerning currently enrolled students was obtained primarily from the current student directory. The investigators' personal contact with each of the selected subjects became a matter of informing, collecting limited data, and eliciting cooperation in completing the questionnaire.

During the telephone interview, a brief description of the study was given and the purpose was explained. The investigators also assured the subjects of individual anonymity. After agreement

to participate was obtained, the questionnaire was mailed to the selected subject immediately following the telephone conversation.

The following assumptions were made concerning responses to the questionnaire. It appeared that information contained in the questionnaires returned by mail, after the initial telephone contact was made in which anonymity was stressed, would retain more objectivity than responses obtained from personal interviews. Therefore the value of the questionnaire increased. Since some responses would not be positive, a candid reply would more easily be given in written form rather than by telephone or in a face-to-face encounter.

Interpretation of Tables

With questions that allowed multiple responses, eg., a person could evaluate more than one service or program, the total number of responses may exceed the total number of respondents (the "N" of the table).

Since some subjects did not answer all the questions, the "N" of many tables is based upon the number of participants responding to a given item and does not always reflect the total number of women included in the study. In the above described cases, percentages are based upon the number of participants responding to an item.

Terminology

When proportions are used in the discussion, they are sometimes approximate, but always within three percent of the actual proportion in the table.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The data obtained from this study were: (1) limited description of the population--a random sample of women attending West Texas State University from Fall, 1973 through Spring, 1976; (2) personal and professional information regarding the selected women subjects; (3) current information on the educational and employment patterns of the subjects; (4) perceptions of the subjects concerning their educational experience while attending WTSU; and (5) suggestions from the subjects on how the WTSU experience might be improved. The data are presented in each of these divisions: (1) Description of Population, (2) Marital Status, (3) Educational Goal in Attending WTSU, (4) Status when Entering WTSU, (5) Current Educational Status and Aspiration, (6) Job Status and Future Plans, (7) Evaluation of WTSU Educational Experience, (8) Professional Honors and/or Recognition Received, and (9) Suggestions and Observations for Improving the Programs at WTSU.

These data are reported in text and tables.

Description of Population

Only five of the 800 randomly selected women asked via telephone to participate in this study by completing a lengthy questionnaire declined. Of the 795 questionnaires mailed, 558, or 70.1% were returned. It was assumed that the sample was not biased.

Two hundred thirty-three subjects, or 41.8%, of the 558 respondents were currently enrolled at WTSU during the fall, 1976, semester while 325, or 58.2%, of the respondents were no longer attending WTSU. Five hundred thirty-five, or 95.9%, of the 558 respondents were Texas residents. The subjects ranged in age from 17 years to 62 years.

The distribution of the women participating in this study according to age, classification, and semester is presented in Table 1 for past students--students not enrolled at WTSU during the fall semester, 1976. Table 2 contains the same information for the respondents who were enrolled at WTSU during the fall semester, 1976.

TABLE 1

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE, CLASSIFICATION, AND SEMESTER
(PAST STUDENTS)

N = 325

	1973	1974		1975		1976
	Fall	Spring	Fall	Spring	Fall	Spring
	No.	No.	No.	No.	No.	No.
Freshmen:						
17-21	12	13	11	7	4	5
22-25					1	1
26-35						
36-45		1	1		1	
46-55						
Over 55						
Sophomore:						
17-21	8	7	5	2	2	8
22-25	3	1		1		
26-35				1		
36-45		1	1	1		
46-55						
Over 55						
Junior:						
17-21	9	10	7	6		1
22-25	1		3	1		
26-35	1	1	2	1		1
36-45			2	1		4
46-55						
Over 55						
Senior:						
17-21	8	5	8	3	5	4
22-25	7	4	6	4	5	9
26-35	1	1	2	2	2	3
36-45			2			
46-55			1	2	1	
Over 55						
Graduate:						
17-21	2		1			
22-25	1	4	4	4	1	1
26-35	5	1	5	11		3
36-45	1	3	5	10	8	6
46-55	4		2		4	3
Over 55	2			1		

TABLE 2

DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE, CLASSIFICATION, AND SEMESTER
(CURRENT STUDENTS)

N = 233

	1973	1974		1975		1976
	Fall	Spring	Fall	Spring	Fall	Spring
	No.	No.	No.	No.	No.	No.
Freshmen:						
17-21	9	9	17	8	3	14
22-25			1		2	1
26-35			1		1	
36-45						
46-55	1				1	
Over 55					1	
Sophomore:						
17-21	5		8	8	9	13
22-25			1		1	1
26-35				2		1
36-45			1	1		1
46-55			1			
Over 55						
Junior:						
17-21			3	3	12	9
22-25				2	2	2
26-35			1	1	3	1
36-45				1		1
46-55						1
Over 55						
Senior:						
17-21		2	2	3	4	2
22-25	1		1	1	5	3
26-35			2	1	2	1
36-45			1			1
46-55						
Over 55						
Graduate:						
17-21				1		1
22-25				4	4	1
26-35		2	2	3	6	3
36-45			4			1
46-55	1				2	1
Over 55						

Marital Status

The marital status of the women surveyed is presented in Table 3. Only slightly more than 5 percent of the subjects were divorced, separated or widowed while nearly three-fifths are single and over one-third are married.

TABLE 3
MARITAL STATUS

	N = 558	
	No.	%
Single	329	58.9
Married	198	35.5
Divorced	21	3.8
Separated	1	.2
Widowed	9	1.6

One hundred seventy-four, or 31.1%, of the subjects, had a total of 296 children. Those having children had from one to six children ranging in age from less than one year to 40 years.

Educational Goal in Attending WTSU

One-third, or 184, of the respondents indicated that their educational goal in attending WTSU was to obtain a degree. Although there were various other reasons given for their educational goal, 247, or 44.9%, of the subjects stated that their goal was to prepare themselves for a new position in the job market or to improve their working skills so they could advance in their present position (Table 4). This was also reflected in the written responses to "other" on the questionnaire.

TABLE 4

OPTION WHICH BEST DESCRIBES EDUCATIONAL GOAL OF RESPONDENTS ATTENDING WTSU

	N = 551	
	No.	%
For general information	24	4.4
To improve or advance in job	109	19.8
To get a new job	138	25.1
For a community activity	4	.7
For personal or family interest	36	6.5
For social or recreational reasons	4	.7
To obtain degree	184	33.4
Other	52	9.4

Of the 325 women no longer enrolled at WTSU, 245, or 75.4%, indicated that they had achieved their educational goal in attending WTSU and 80 women, or 24.6%, had failed to achieve their stated purpose (Table 5). Many of these 80 women listed financial problems as a major reason they had not obtained their degree. Several women interrupted their education for family and health reasons—marriage, children, and illness. Most of these women stated a desire or intention to return to WTSU whenever possible. Twenty-one of the 80 women transferred to another university before completing their degree. The primary reason these women gave for transferring was that WTSU did not offer a degree in their chosen field of study.

TABLE 5
ACHIEVEMENT OF EDUCATIONAL GOALS

	N = 325	
	No.	%
Respondents who achieved educational goals	245	75.4
Respondents who did not achieve educational goals	80	24.6

Status When Entering WTSU

Two hundred fifty, or 47.1%, of the selected women first entered WTSU directly from high school (Table 6). While 78, or 14.7%, of the respondents transferred from a two-year college; 60, or 11.3%, transferred from another four-year institution. Sixty women, or 11.3%, entered after working for three or more years and 29, or 5.5%, entered after working for less than three years.

TABLE 6
STATUS OF RESPONDENTS WHEN FIRST ENTERING WTSU

	N = 531	
	No.	%
Entered directly from high school	250	47.1
Entered after working for less than 3 years	29	5.5
Entered after working for 3 years or more	60	11.3
Transferred from a 2-year college	78	14.7
Transferred from another 4-year institution	60	11.3
Other	54	10.1

It is interesting to observe in Table 7 that 26.3 percent of the women received no financial support from family and others while over one-

half, or 52.1%, of the respondents received from 60 percent to 100 percent financial support while attending WTSU (Table 7).

TABLE 7

PERCENTAGE OF FINANCIAL SUPPORT RECEIVED BY RESPONDENTS WHILE ATTENDING WTSU

	N = 539	
	No.	%
None	142	26.3
1-19%	38	7.1
20-39%	27	5.0
40-59%	51	9.5
60-79%	53	9.8
80-100%	228	42.3

Two hundred forty, or 44.5%, of the selected women did not work while attending WTSU (Table 8). Only 17, or 3.1%, worked over forty hours per week. Sixty-seven, or 12.4%, of the women worked from 31 to 40 hours per week and can be considered full-time employees. The remaining 39.7%, or 215 women, worked part-time from three to 30 hours per week.

TABLE 8

HOURS WORKED PER WEEK BY RESPONDENTS WHILE ATTENDING WTSU

N = 539		
	No.	%
None	240	44.5
3-10	43	8.0
11-15	65	12.1
16-20	73	13.5
21-30	34	6.3
31-40	67	12.4
Over 40	17	3.2

Excluding summer sessions, only 50, or 9.1%, of the respondents had been enrolled nine or more semesters and 89, or 16.4%, had been enrolled one or two semesters (Table 9). The major portion of the respondents, 74.5%, had been enrolled at WTSU from three to eight semesters.

TABLE 9

NUMBER OF SEMESTERS ENROLLED AT WTSU BY RESPONDENTS
(EXCLUDING SUMMER SESSIONS)

N = 544		
	No.	%
1 - 2	89	16.4
3 - 4	150	27.6
5 - 6	139	25.6
7 - 8	116	21.3
9 - 10	22	4.0
11 +	28	5.1

Thirty percent of the women had never attended a summer session (Table 10). Two hundred thirty-five, or 42.3%, of the women had attended only one or two summer terms. Slightly over one-fourth, 27.7%, had attended three or more summer sessions.

TABLE 10
NUMBER OF SUMMER SESSIONS ENROLLED AT WTSU BY RESPONDENTS

	N = 556	
	No.	%
None	167	30.0
1 - 2	235	42.3
3 - 4	124	22.3
5 - 6	30	5.4

Three hundred sixty-three, or 65.9%, of the selected women were full-time students carrying an average number of 10 - 16 hours per semester (Table 11). Slightly more than one-fifth, or 21.6%, of the women responding were part-time students enrolled in three to nine hours per semester. Only 69, or 12.5%, carried from 17 - 23 hours each semester.

TABLE 11
AVERAGE NUMBER OF HOURS CARRIED PER SEMESTER BY RESPONDENTS

	N = 551	
	No.	%
3 - 9	119	21.6
10 - 16	363	65.9
17 - 23	69	12.5

Sixty-five percent of the respondents most frequently enrolled in day classes; only 10.5 percent enrolled in evening classes; and 24 percent enrolled in both day and evening classes.

TABLE 12

TIME OF COURSES MOST FREQUENTLY ENROLLED IN AT WTSU BY RESPONDENTS

N = 551		
	No.	%
Day	361	65.5
Evening	58	10.5
Both	132	24.0

Current Educational Status and Aspiration

Two hundred fifty-one, or 45.0%, of the 558 selected women had received a degree from WTSU while 307, or 55.0%, had not received a degree (Table 13).

TABLE 13

RESPONDENTS RECEIVING DEGREE FROM WTSU

N = 558		
	No.	%
Did receive a degree	251	45.0
Did not receive a degree	307	55.0

Nearly three-fifths, or 179, of the women no longer enrolled at WTSU reported that they had taken no college courses since leaving WTSU (Table 14). Nearly one-third, or 98, of the women had taken some college courses since leaving WTSU. Seven of the respondents had achieved a bachelor's

degree; 14 had achieved a master's or professional degree; however, none of the respondents had achieved a doctorate.

TABLE 14

RESPONDENTS WHO HAVE CONTINUED THEIR EDUCATION SINCE LEAVING WTSU

	N = 309	
	No.	%
Taken no college courses	179	57.9
Taken some college courses	98	31.7
Achieved a bachelor's degree	7	2.3
Achieved a bachelor's degree plus graduate hours	11	3.6
Achieved a master's degree	13	4.2
Achieved a professional degree	1	.3
Achieved a doctorate	0	0.0

Of the 130 women who had continued their education since leaving WTSU, 40 had attended Texas Tech University; 23 had attended Amarillo College; 14 had attended Texas Women's University; nine had attended North Texas State University; and five had attended the University of Texas at El Paso. Forty-four other institutions were listed as having been attended by one to four women. Of those 44 other institutions, 18 are located outside the State of Texas. Only one of the institutions listed was a trade school.

When asked if they planned to continue their education, 437 women, or 83.7%, responded affirmatively (Table 15). Considering that 251 of the women had already received a degree from WTSU, the selected women in this study appear to be highly motivated educationally. Two hundred seventy-two women planned to continue their education at WTSU at the undergraduate

and graduate level compared to 165 women who planned to attend another college or university.

TABLE 15
RESPONDENTS PLANNING TO CONTINUE THEIR EDUCATION

	N = 522	
	No.	%
At the undergraduate level at WTSU	142	27.2
At the undergraduate level but not at WTSU	61	11.7
At the graduate level at WTSU	130	24.9
At the graduate level but not at WTSU	104	19.9
No plans to continue	85	16.3

One hundred five of the 165 respondents who planned to continue their education but not at WTSU listed 45 different institutions which they planned to attend. Sixty were undecided what institution they would attend.

Twenty-five planned to attend Texas Tech University, 14 planned to attend the University of Texas at Austin, 12 planned to attend Texas Women's University, six planned to attend North Texas State University, and four planned to attend the University of Texas at El Paso.

All other institutions identified were only listed one or two times. Twenty-four of the institutions listed were located in Texas while 21 institutions were not located in Texas.

When the past students—who had not completed their educational program at WTSU and who were no longer attending WTSU—were asked when they left the university, only 100 responded (Table 16). Fifty-nine, or 59%, of the women had left WTSU by the end of the second semester. Of the remaining 41 percent, many of the women reported that they were not working toward any

degree or certification program and others are still attending WTSU irregularly. Most of the women who were working toward a degree left the university after attending three or more semesters.

TABLE 16
SEMESTER RESPONDENTS WITHDREW FROM WTSU
(PAST STUDENTS ONLY)

	N = 100	
	No.	%
During first semester	6	6.0
End of first semester	11	11.0
During second semester	4	4.0
End of second semester	38	38.0
Other	41	41.0

Thirty-three of the women, or 18.8%, indicated their family situation—marriage, pregnancy, family problems, mobility of the family--affected their decision to leave WTSU (Table 17).

Most of the women, who did not return to school or did not return to WTSU, had obtained their desired degrees and were accepting or had accepted employment in another city or state. Several reported that WTSU did not offer a master's degree or advanced certification in their field. Lack of a master's program in nursing was mentioned most frequently.

It is interesting to note that "attitude of family" and "unavailability of child care" were not shown to be factors in the respondents' decision to leave WTSU.

Only 30 respondents, or 17.1%, were disappointed with their experience at WTSU (Table 17). The recurring reason for disappointment listed by

22 individuals was non-concern for students by instructors and/or administrators. Lack of social life was mentioned four times and an unfriendly city was listed two times. A number of other reasons for disappointment were listed only one time.

TABLE 17

FACTORS AFFECTING RESPONDENTS' DECISION TO LEAVE WTSU

	N = 175	
	No.	%
Unavailability of financial aid	4	2.3
Personal financial situation changed	5	2.9
Employment prospects for chosen field were poor at that time	4	2.3
Displeased with past academic performance	5	2.9
Pregnancy	7	4.0
Family problems	7	4.0
Marriage	16	9.1
Transportation problems	3	1.7
Unavailability of suitable child care	0	0.0
Too much course work	1	.6
Lack of social life	3	1.7
Took a job	13	7.4
Lack of self-confidence	3	1.7
Attitude of family	0	0.0
Mobility of family	3	1.7
Disappointed with experience at WTSU	30	17.1
Other	71	40.6

Family mobility and financial circumstances were listed as the single most important reasons for past students desiring to continue their education at WTSU but being unable to do so.

Job Status and Future Plans

Of the 509 women who answered the question, 275, or 54.1%, were working in their main area of educational preparation (Table 18). Nearly 40 percent of these women occupy positions which are classified as either professional or technical (Table 19). Only 17 women, or 3.3%, were employed as managers or administrators while 75, or 14.3%, were clerical workers. Ninety-nine, or 13.9%, of the women reported that they were unemployed.

TABLE 18

RESPONDENTS WHO ARE WORKING IN THEIR MAIN AREA OF EDUCATIONAL PREPARATION

	N = 509	
	No.	%
Yes, working in main area of educational preparation	275	54.1
No, not working in main area of educational preparation	234	45.9

TABLE 19

BEST DESCRIPTION OF PRESENT EMPLOYMENT STATUS OF RESPONDENTS

N = 523		
	No.	%
Professional & technical	208	39.8
Manager & administrator	17	3.3
Sales worker	20	3.8
Clerical worker	75	14.3
Service worker	10	1.9
Labor & farm worker	4	.8
Unemployed	99	18.9
Other	90	17.2

Over 80 percent of the women were fairly satisfied or well satisfied with their jobs (Table 20). Only 81 women indicated their job had failed to meet their aspirations (Table 21). Nearly 50 percent of these women listed "undesirable location" or "salary too low" and 16 percent of the women reported "working outside their educational preparation" as the primary reasons for their dissatisfaction.

TABLE 20

RESPONDENTS' REACTION TO JOB

N = 342		
	No.	%
Well satisfied	142	41.5
Fairly satisfied	137	40.1
Undecided	17	5.0
Tolerate it	32	9.3
Dislike it	14	4.1

TABLE 21

PRIMARY REASON JOB HAS FAILED TO MEET ASPIRATIONS OF RESPONDENTS

	N = 81	
	No.	%
Undesirable location	17	21.0
Salary too low	23	28.4
Too routine	5	6.2
Poor working conditions	6	7.4
Too many responsibilities	5	6.2
Working outside educational preparation area	13	16.0
Other	12	14.8

Over one-fourth of the respondents stated they accepted their present position because of a desirable location, while 15.9 percent said they accepted their positions because of the salary offered (Table 22). Approximately one-eighth of the women liked the people who interviewed them and one-eighth of the women's spouses worked in the community.

TABLE 22

PRIMARY INFLUENCE CITED BY RESPONDENTS FOR ACCEPTING PRESENT POSITION

	N = 404	
	No.	%
Desirable location	112	27.7
Salary offered	64	15.9
Liked people interviewed with	52	12.9
Spouse works in community	49	12.1
Spouse is attending university	7	1.7
Other	120	29.7

One hundred seventy-four, or 43.7%, of the women plan to continue in their same position, and 94, or 23.6%, of the women plan to change positions (Table 23).

TABLE 23
PLANS OF RESPONDENTS CONCERNING POSITION HELD

	N = 398	
	No.	%
Intend to continue in same position	174	43.7
Plan to change positions	94	23.6
Undecided at present	60	15.1
Plan to stop working for time being	13	3.3
Other	57	14.3

Over two-thirds of the respondents reported that they intended to remain in the same field of work (Table 24). Sixty, or 15.4%, of the 290 women answering this question indicated that they planned to change fields.

TABLE 24
PLANS OF RESPONDENTS CONCERNING PRESENT FIELD OF EMPLOYMENT

	N = 390	
	No.	%
Intend to continue	262	67.2
Plan to change	60	15.4
Undecided	38	9.7
Discontinue for time being	5	1.3
Other	25	6.4

Since this random sample included both past and current students, it was not surprising that the single most important reason given for unemployment was that of being a full-time student (Table 25). The other reasons given for unemployment are varied; however, less than two percent of the respondents said they were dissatisfied with the job for which they were prepared. This response seems to indicate that the respondents received appropriate career counseling at the university level since a majority of these women were prepared for a position they enjoy performing.

TABLE 25

SINGLE MOST IMPORTANT REASON CITED BY RESPONDENTS FOR UNEMPLOYMENT

	N = 161	
	No.	%
Dissatisfied with job held	3	1.9
Already financially secure	11	6.8
Professional	1	.6
Personal	9	5.6
Did not plan to work	14	8.7
Unable to find employment in major field	8	4.9
Unable to find any suitable employment	14	8.7
Full-time student	51	31.7
Other	50	31.1

Three hundred eighty-eight, or 74.5%, of the women who responded perceived their future employment status as a professional or technical position (Table 26).

TABLE 26

RESPONDENTS' PERCEPTION OF FUTURE EMPLOYMENT STATUS

	N = 521	
	No.	%
Professional and technical	388	74.5
Manager and administrator	40	7.7
Sales worker	3	.6
Clerical worker	23	4.4
Service worker	10	1.9
Labor and farm worker	1	.2
Other	56	10.7

When asked how they located their first job after leaving WTSU, nearly one-third of the women said they had first heard of the job through family and/or friends (Table 27). Eighteen percent of the women received job placement assistance from the WTSU Placement Service and faculty.

TABLE 27

MEANS OF LOCATING FIRST JOB AS INDICATED BY RESPONDENTS

	N = 398	
	No.	%
Faculty at WTSU	32	8.0
WTSU placement office	40	10.1
Newspaper	20	5.0
Family and/or friend	129	32.4
Employment agency	19	4.8
Held same job while attending WTSU	29	7.3
Other	129	32.4

Evaluation of WTSU Educational Experience

Table 28 summarizes the evaluation of services provided by WTSU that were used by the respondents attending the university between Fall 1973 and Spring 1976. The first column of Table 28 contains the number and percent of the 553 selected women reporting they had no contact or limited contact with the service provided and therefore did not evaluate the service. Since the number of respondents evaluating each of the services is different, the percents recorded in each category may be helpful when appraising or comparing the total services offered.

The lack of awareness or use of a service by large numbers of respondents appears meaningful also. It is recommended that the reader be aware of the total number of women evaluating each service. For example, 541 women evaluated the Overall Quality of Instruction compared to 211 evaluating Financial Aids (Table 28). As another example, 478 of the women evaluated the Admissions Program, and only 285 women evaluated the Freshman Orientation Program. This seems reasonable since many of the students transferred from other institutions and would not have necessarily experienced the Freshman Orientation Program (Table 6).

One of the services that large numbers of the 553 respondents did not evaluate was Personal Counseling (40.1%). Two possible explanations might be that large numbers of students might not perceive having personal problems serious enough to require extensive use of personal counseling services or be aware that these services were available.

Other services that large numbers of the 553 respondents did not evaluate were Availability of Cultural Programs (38.9%), Intercollegiate Athletics (55.2%), Health Service (48.0%), Food Service (45.9%), and University Police (41.4%). Many WTSU students drive from the Panhandle area to the University for classes and perhaps as commuting students would not

have been as likely to have made use of these services as students living on campus.

It is of interest that 62.2 percent of the respondents reported having no contact with Financial Aids and 58.2 percent of the respondents reported having no contact with the Placement Service. Two hundred thirty-three, or 41.8%, of the total 558 respondents were currently enrolled at WTSU, and as students may not have had a need for job placement.

Ten of the 22 programs and services evaluated received a "good" or an "excellent" evaluation by over three-fifths of the respondents. These 10 services were: Admissions Program, Overall Quality of Instruction, Faculty Instruction, Faculty Availability Outside of Class, Student Faculty Relationships, Student Relationships, Facilities Available in Major Field of Study, Overall University Facilities, Learning Resource Centers, and Intercollegiate Athletics.

Five of the services received evaluations of average, good, or excellent by 90 percent or more of the respondents. These services were: Student Relationships (93.9%), Learning Resource Centers (93.4%), Overall University Facilities (92.4%), Faculty Instruction (91.3%), and Overall Quality of Instruction (90.2%).

In examining the lower end of the evaluations, the Food Service and the WTSU Police appear to have the lowest images. Fifty-five percent of the 302 respondents evaluated the Food Service as fair and poor and 33.3 percent of the 327 respondents evaluated the WTSU Police as fair and poor.

The six programs or services receiving evaluations of fair and poor by between 20 percent and 30 percent of the respondents evaluating that service were in descending order: Availability of Cultural Programs (20.3%), Freshman Orientation (24.2%), Intercollegiate Athletics (25.2%), Personal

Counseling (25.5%), Health Service (26.5%), and Counseling for Course Selection (27.4%).

With the exceptions of Food Service and WTSU Police, all the programs and services were perceived to be average, good, or excellent by 70 percent or more of the respondents evaluating them.

TABLE 28

EVALUATION OF PROGRAMS AND SERVICES PROVIDED BY WTSU THAT WERE USED BY RESPONDENTS

N = 558

	No. & % of 558 Participants Reporting No Contact With Service		Excellent		Good		Average		Fair		Poor		Total Number That Evaluated Each Service
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Admissions Program	80	14.3	81	16.9	210	43.9	132	27.6	39	8.2	16	3.4	478
Freshman Orientation Program	273	48.9	35	12.3	87	30.5	94	33.0	43	15.1	26	9.1	285
Academic Atmosphere	32	5.7	76	14.4	226	43.0	156	29.7	56	10.6	12	2.3	526
Overall Quality of Instruction	17	3.0	82	15.1	260	48.1	146	27.0	40	7.4	13	2.4	541
Faculty Instruction	26	4.7	96	18.0	249	46.8	141	26.5	37	7.0	9	1.7	532
Faculty Availability Outside of Class	75	13.4	124	25.7	178	36.8	110	22.8	52	10.8	19	3.9	483
Counseling for Course Selection	97	17.4	98	21.2	149	32.3	88	19.1	69	15.0	57	12.4	461

TABLE 28 CONTINUED

N = 558

	No. & % of 558 Participants Reporting No Contact With Service		Excellent		Good		Average		Fair		Poor		Total Number That Evaluated Each Service
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Personal Counseling	224	40.1	79	23.6	100	29.9	70	21.0	46	13.8	39	11.7	334
Student-Faculty Relationships	29	5.2	98	18.5	224	42.3	145	27.4	49	9.3	13	2.5	529
Facilities Available in Major Field of Study	42	7.5	120	23.2	216	41.9	100	19.4	47	9.1	33	6.4	516
Overall University Facilities	30	5.4	96	18.0	250	47.3	143	27.1	33	6.3	7	1.3	528
Learning Resource Centers	106	19.0	113	25.0	208	46.0	101	22.4	28	6.2	2	.4	452
Availability of Cultural Programs	217	38.9	27	7.9	115	33.7	128	37.6	55	16.1	16	4.7	341
Student Relationships	32	5.7	125	23.8	242	46.0	127	24.1	25	4.8	7	1.3	526

TABLE 28 CONTINUED

N = 558

	No. & % of 558 Participants Reporting No Contact With Service		Excellent		Good		Average		Fair		Poor		Total Number That Evaluated Each Service
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Variety of Student Extra-Curricular Activities	160	28.7	50	12.6	143	35.9	128	32.2	51	12.8	26	6.5	398
Intercollegiate Athletics	308	55.2	49	19.6	104	41.6	34	13.6	37	14.8	26	10.4	250
Overall University Atmosphere	33	5.9	58	11.0	227	43.2	171	32.6	55	10.5	14	2.7	525
Placement Service	325	58.2	26	11.2	91	39.0	74	31.8	32	13.7	10	4.3	233
Financial Aids	347	62.2	44	20.9	71	33.6	60	28.4	24	11.4	12	5.7	211
Health Service	268	48.0	23	7.9	88	20.4	102	35.2	43	14.8	34	11.7	290
Food Service	256	45.9	21	7.0	37	12.2	77	25.5	70	23.2	97	32.1	302
University Police	231	41.4	20	6.1	69	21.1	129	39.5	57	17.4	52	15.9	327

Three hundred seventy-seven women, of the 558 surveyed, evaluated their educational experience in their major field of study as related to their current employment (Table 29). Two hundred fifty-four, or 67.4%, of the respondents reported that their educational experience had been excellent or good in helping them with their current job. Only 66, or 17.5%, of the respondents rated their educational experience as fair or poor as far as being helpful in their current job.

TABLE 29

EVALUATION OF EDUCATIONAL EXPERIENCES IN MAJOR FIELD OF STUDY
AS RELATED TO CURRENT EMPLOYMENT

	Respondents Not Evaluating N = 181	Excellent		Good		Average		Fair		Poor		Respondents Evaluating N = 377
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.
College of Arts & Sciences	38	15		17		7		6		6		51
School of Business	20	14		25		4		5		3		51
School of Agriculture	0	1		1		0		0		1		3
College of Education	52	45		73		27		13		11		169
Non Majors	18	0		1		1		0		1		3
Nursing	22	17		19		12		4		5		57
Fine Arts	<u>31</u>	<u>10</u>		<u>16</u>		<u>6</u>		<u>2</u>		<u>9</u>		<u>43</u>
TOTAL	181	102	27.1	152	40.3	57	13.1	30	8.0	36	9.5	377

Almost one-half, or 49.2%, of the 356 employed women answering the question believed that their college training had a direct influence on securing their present position (Table 30).

TABLE 30

EXTENT TO WHICH COLLEGE TRAINING HELPED RESPONDENT TO OBTAIN PRESENT JOB

	N = 356	
	No.	%
A great deal	175	49.2
Some	71	19.9
Little	37	10.4
None	73	20.5

Forty-seven percent of 330 employed respondents reported that their college training had prepared them a great deal for their job skills (Table 31). Only 10.3 percent of the women indicated that their college training had not prepared them at all for their job skills.

TABLE 31

EXTENT TO WHICH COLLEGE TRAINING PREPARED RESPONDENT FOR JOB SKILLS

	N = 330	
	No.	%
A great deal	155	47.0
Some	106	32.1
Little	35	10.6
None	34	10.3

Of the 501 respondents, 425, or 84.8%, said that they would recommend WTSU to a person seeking to complete the same program that they were majoring in at WTSU (Table 32).

Over a third of the negative responses indicated criticism of the programs or course work offered at WTSU. These respondents felt the programs were either poorly developed or unavailable. About one-fourth of the criticisms were directed at instructors, either individually or by departments. Although there was no place provided on the questionnaire for positive reasons for recommending WTSU, many respondents indicated enthusiastic support of the University, its programs and instructors. Seventy-six women, representing only 15.2 percent of the respondents, said they would not recommend WTSU to another person seeking to complete their same major program. These 76 women made a total of 103 negative comments in the space provided on the questionnaire.

TABLE 32
RESPONDENTS RECOMMENDING THEIR MAJOR PROGRAM AT WTSU

	N = 501	
	No.	%
Yes, I would recommend WTSU	425	84.8
No, I would not recommend WTSU	76	15.2

The subjects were asked to check the degree of satisfaction to which their education at WTSU had prepared them for future academic work. Of the 542 women answering this question, 502, or 92.6%, indicated satisfaction or extreme satisfaction concerning preparation they had received at WTSU for further studies (Table 33).

TABLE 33

PERCEPTION OF RESPONDENTS' SATISFACTION WITH WTSU PREPARATION
FOR ADDITIONAL ACADEMIC WORK

N = 542		
	No.	%
Extremely satisfactorily	94	17.3
Satisfactorily	408	75.3
Unsatisfactorily	40	7.4

Approximately 94 percent of the 541 women answering the question said they were interested in learning the course material offered at WTSU (Table 34). This seems to indicate that the course material offered in the classes taken by the respondents was of relevance to their present and future goals.

TABLE 34

RESPONDENTS' REPORTED INTEREST IN LEARNING THE COURSE MATERIALS

N = 541		
	No.	%
Yes, I am interested	508	93.9
No, I am not interested	33	6.1

The housing available--both on campus and in the community--for women students appears to have been adequate between 1973 and 1976 since over 85 percent of the 525 women responding to the question said that housing was not a problem while attending WTSU (Table 35). It seems appropriate to comment that many women of this large percentage perceiving no housing problem might be part of the large group of commuting students.

TABLE 35

RESPONDENTS PERCEIVING HOUSING A PROBLEM WHILE ATTENDING WTSU

	N = 525	
	No.	%
Yes	77	14.7
No	448	85.3

A majority of the respondents felt the highest degree of concern shown for them as students at WTSU came from the faculty members in their major field of study. Three hundred seventeen, or 59.4%, of the women felt the administration showed a moderate degree of concern for them, while only 22.8 percent of those women felt the administration showed a high degree of concern (Table 36). As for other faculty with whom the respondents came into contact, over half of the subjects felt they were shown only moderate concern. It is important to note here that this question appeared as, "On a scale of 1-4, rate the degree of concern shown for women students at WTSU by the listed groups of people." The question was not intended as a comparison of the concern shown for women students as opposed to that shown for men students; however, nine women added written comments which indicated they perceived the question in the above manner. One respondent said, "I felt the concern shown to me was the same as shown to anyone else, which I thought was good", and a second subject stated, "The concern is the same for men and women."

TABLE 36

RESPONDENTS' PERCEPTIONS OF CONCERN SHOWN FOR WOMEN STUDENTS AT WTSU

	Administration		Faculty in Major Field of Study		Other Faculty		Other Students	
	N = 534		N = 544		N = 530		N = 534	
	No.	%	No.	%	No.	%	No.	%
High	122	22.8	293	53.9	128	24.2	131	24.5
Moderate	317	59.4	206	37.9	317	59.8	330	61.8
Little	85	15.9	39	7.1	75	14.2	62	11.6
None	10	1.9	6	1.1	10	1.8	11	2.1

The selected women were asked to evaluate all the listed fields of study in which they had taken or were taking one or more courses. Tables 37, 38, 39, and 40 represent these evaluations with the fields grouped by schools or colleges. Since the 558 selected women could evaluate one or more courses in fields of study, the number of women evaluating each field of study will vary and the total number of evaluations will exceed 558. Since the number of respondents evaluating a given field ranged from eight women in Industrial Education to 385 women evaluating English, the reader should consider numbers as well as percentages before drawing conclusions or making comparisons.

The number of subjects evaluating one or more courses in the College of Arts and Science ranged from nine rating courses in Military Science to 385 rating courses in English. Departments having less than 38 respondents evaluating courses were Social Work ($N = 37$), Anthropology ($N = 27$), Physics ($N = 26$), and Journalism ($N = 23$). Courses being evaluated in all the other departments in the College of Arts and Science were evaluated by 80 or more respondents.

Forty-three percent of the respondents rated courses in the Department of Sociology as excellent or good and 49 percent of the respondents rated courses in the Department of Political Science as excellent or good. Fifty-seven percent or more of the respondents evaluated courses taught in the remaining nine departments in the College of Arts and Science as excellent or good.

TABLE 37

EVALUATION OF ONE OR MORE COURSES IN FIELDS OF STUDY BY RESPONDENTS
ATTENDING WTSU FROM FALL, 1973 THROUGH SPRING, 1976

College of Arts and Sciences

N=Number of women responding
to a particular field

	Excellent		Good		Average		Fair		Poor		N =
	No	%	No.	%	No.	%	No.	%	No.	%	
Bible	34	34.7	40	40.8	13	13.3	6	6.1	5	5.9	98
Biology	56	25.8	83	38.2	49	22.6	34	10.6	6	2.8	217
Chemistry	22	24.4	49	54.5	14	15.6	3	3.3	2	2.2	90
English	96	24.9	181	47.0	78	20.3	24	6.2	6	1.6	385
Geography	22	25.6	28	32.6	19	22.1	13	15.1	4	4.6	86
Geology and Anthropology	37	64.1	46	63.2	30	38.1	6	14.1	7	20.5	127
History	74	22.5	112	34.1	104	31.6	27	8.2	12	3.6	329
Journalism	5	21.7	11	47.9	4	17.4	2	8.7	1	4.3	23
Mathematics	63	22.0	114	39.9	74	25.9	28	9.8	7	2.4	286
Military Science	3	33.3	5	55.6					1	11.1	9

TABLE 37 CONTINUEDCollege of Arts and Sciences

	Excellent		Good		Average		Fair		Poor		
	No.	%	No.	%	No.	%	No.	%	No.	%	N =
Modern Languages	28	35.0	32	40.0	12	15.0	6	7.5	2	2.5	80
Physics	8	30.8	7	26.9	6	23.1	4	15.4	1	3.8	26
Political Science	40	14.6	95	34.7	89	32.5	34	12.4	16	5.8	274
Social Work and Sociology	35	37.2	74	65.4	77	62.4	32	24.6	2	10.4	239

In evaluating one or more courses in the School of Business (Table 38), 51 percent or more of the respondents rated the courses as excellent or good in the six departments. The ratings ranged from 85 percent of the respondents evaluating the Department of Office Administration as excellent or good to 51 percent of the respondents rating the Department of Business Economics as excellent or good. Nineteen percent of the respondents evaluating the Computer Information Systems rated the courses as fair or poor while none of the respondents evaluating courses in Office Administration rated them as fair or poor.

TABLE 38

EVALUATION OF ONE OR MORE COURSES IN FIELDS OF STUDY BY RESPONDENTS
ATTENDING WTSU FROM FALL, 1973 THROUGH SPRING, 1976

School of Business

N=Number of women responding
to a particular field

	Excellent		Good		Average		Fair		Poor		N =
	No.	%	No.	%	No.	%	No.	%	No.	%	
Accounting	22	30.1	34	46.6	10	13.7	5	6.9	2	2.7	73
Business Administration	15	20.3	37	50.0	17	23.0	3	4.0	2	2.7	74
Business Education	14	53.8	7	26.9	5	19.3					26
Office Administration	20	42.6	20	42.6	5	10.6	1	2.1	1	2.1	47
Computer Information Systems	28	44.5	16	25.4	7	11.1	7	11.1	5	7.9	63
Business Economics	4	10.2	16	41.0	15	38.5	1	2.6	3	7.7	39

In examining the evaluation of the six departments in the College of Education (Table 39), the number of women evaluating each department ranges from eight women evaluating the Department of Industrial Education to 328 women evaluating the Department of Health, Physical Education, and Recreation. With few exceptions, individuals evaluating courses in School Services (N =98) were graduate students since courses offered by this department were graduate courses.

The Secondary and Higher Education Department received the lowest evaluation with 50 percent of the respondents rating the department as excellent or good and 28 percent of the respondents rating the department as fair or poor. The other five departments were rated by 65 percent or more of the respondents as excellent or good. Fair or poor ratings for these five departments ranged from 0 percent for the Department of Industrial Education to 9 percent for the Department of School Services.

TABLE 39

EVALUATION OF ONE OR MORE COURSES IN FIELDS OF STUDY BY RESPONDENTS
ATTENDING WTSU FROM FALL, 1973 THROUGH SPRING, 1976

College of Education

N=Number of women responding
to a particular field

	Excellent		Good		Average		Fair		Poor		N=
	No.	%	No.	%	No.	%	No.	%	No.	%	
School Services	36	36.7	37	37.8	16	16.3	8	8.2	1	1.0	98
Elementary Education	80	37.4	90	42.1	33	15.4	5	2.3	6	2.8	214
Health, Physical Education and Recreation	95	28.9	158	48.2	55	16.8	15	4.6	5	1.5	328
Industrial Education	1	12.5	6	75.0	1	12.5					8
Psychology	45	15.9	138	48.6	67	23.6	18	6.3	16	5.6	284
Secondary and Higher Education	12	11.8	39	38.2	22	21.6	19	18.6	10	9.8	102

Twenty-three women evaluated the Department of Business and Economics, (Table 40). Although 15, or 65.2%, of the women rated the department as excellent or good; six, or 26.1%, of the women rated the department as fair or poor.

Of the 29 women who rated the Department of Animal Science, (Table 40), 27, or 93.2%, of the women rated the department as excellent or good, and no respondent rated the department as poor.

Only 20 women evaluated the Department of Plant Science, (Table 40). Seventeen, or 85.0%, of the respondents rated the department as excellent or good and no one rated the department as poor.

In evaluating the Department of Art, (Table 40), 99, or 54.4%, of the respondents rated the department as excellent or good and only nine, or 4.9%, of the 182 evaluating the department rated it as fair or poor.

Eighty-seven, or 78.3%, of the 124 women evaluating the Department of Music, (Table 40), rated the department as excellent or good. Only five, or 4.0%, of the women rated the department as fair, and no one rated the department as poor.

Of the 165 women evaluating the Department of Speech and Theatre, (Table 40), 113, or 68.5%, rated the department as excellent or good. Only 14, or 8.5%, of the women rated it as fair or poor.

Of the 59 women who evaluated the School of Nursing, (Table 40), 74.6 percent rated it excellent or good. Only 6.3 percent rated it fair or poor.

TABLE 40

EVALUATION OF ONE OR MORE COURSES IN FIELDS OF STUDY BY RESPONDENTS
ATTENDING WISU FROM FALL, 1973 THROUGH SPRING, 1976

School of Agriculture

N=Number of women responding
to a particular field

	Excellent		Good		Average		Fair		Poor		N=
	No.	%	No.	%	No.	%	No.	%	No.	%	
Agriculture Business & Economics	7	30.4	3	34.3	2	8.7	4	17.4	2	3.7	23
Animal Science	10	34.5	17	58.7	1	3.4	1	3.4			29
Plant Science	7	35.0	10	50.0	1	5.0	2	10.0			20

School of Fine Arts

	Excellent		Good		Average		Fair		Poor		N=
	No.	%	No.	%	No.	%	No.	%	No.	%	
Art	43	23.6	56	30.8	74	40.7	6	3.3	3	1.6	132
Music	58	46.8	39	31.5	22	17.7	5	4.0			124
Speech and Theatre	33	20.0	80	48.5	38	23.0	10	6.1	4	2.4	165

TABLE 40 CONTINUEDSchool of NursingN=Number of women responding
to a particular field

	Excellent		Good		Average		Fair		Poor		N =
	No.	%	No.	%	No.	%	No.	%	No.	%	
Nursing	26	44.1	18	30.5	11	18.6	1	1.7	3	5.1	59

Fifty percent or more of the respondents evaluated one or more courses taken at WTSU as excellent or good with the exceptions of the Department of Political Science and Sociology. Courses in the Department of Political Science were evaluated as excellent or good by 49 percent of the respondents. Courses in the Sociology Department were evaluated as excellent or good by 43 percent of the respondents.

Professional Honors and/or Recognition Received

Three hundred four of the respondents had received a total of 368 professional honors and/or recognitions. Seventy-seven different honors were identified. The seven honors listed most frequently were Alpha Chi, Dean's Honor Roll, Kappa Delta Pi, Who's Who Among Students in American Colleges and Universities, Scholarships, President's Honor Roll, and Scribes Honor Society (Table 41). The remaining seventy honors were listed by five or fewer women.

TABLE 41

PROFESSIONAL HONORS AND/OR RECOGNITION RECEIVED BY RESPONDENTS

N = 304

Title of Honor and/or Recognition	Number of Respondents Receiving Honor
Alpha Chi	66
Dean's Honor Roll	60
Kappa Delta Pi	33
Who's Who Among Students in American Colleges and Universities	21
Scholarships	21
President's Honor Roll	14
Scribes Honor Society	7
Seventy Other Honors Listed by Five or Less Respondents	<u>146</u>
Total Honors and/or Recognition Received	368

Suggestions and Observations for Improving the Programs at WTSU

The respondents participating in the study, who were currently enrolled, were asked to give any suggestions they might have as to programs which would be of particular interest to women and that they would like to see initiated at WTSU. The women were quite specific as to those areas they felt were inadequate or missing from the WTSU program. The respondents repeatedly mentioned that they felt the field of home economics was most significantly lacking support at WTSU. The respondents pointed out that in this era of economic difficulty, women's roles have become more complex, and women are needing assistance in order to combine a successful career with home responsibilities. Thirty women stated they would be interested in courses

which would show them how to be more efficient and more economical in managing their homes. Specific courses such as budget planning, interior design, child care, home maintenance, alterations and sewing, fashions, and food preparation were suggested by the respondents. One woman stated, "We need some kind of homemaking courses, i.e. how to survive on a budget," while another wrote, "I think that many women would be attracted to a home economics program." Realizing that a school of home economics might not be for every woman or economically feasible for the University, the respondents stated that a diversified program of courses related to the field of Home Economics could provide meaningful educational experiences for a large number of women.

When asked specifically whether or not child care was a problem while attending WTSU, none of the 174 women who had children responded that child care had been a problem for them. However, 15 women stated that one of the major reasons they could not return to the University was a lack of satisfactory child care either in their home towns or in Canyon. Several women felt WTSU should operate its own child care program. One such response was, "a babysitting service that is reliable because I think they can and would get a lot more students that would in time pay for itself." Another woman said, "available, low cost, day care for preschool children. Could even be for credit for elementary education or child development majors." Still a third individual said, "Perhaps a day care center on campus employing education majors who have had very little experience with children." And there were other respondents who stated simply, "adequate day care."

Various responses seem to indicate a common need in women students to feel they belong or have a real place in the University. One woman stated, "The older women students I am acquainted with feel somewhat out of place back in college. Programs to help them become oriented and feel that they are

'wanted' students would help." Another respondent says, "it might be interesting to have a gathering offered at night where mature women could discuss some of their frustrations, fears, etc. of college and how to deal with them."

Several suggestions dealt with offering mini-courses or a series of short talks dealing with subjects of interest to all women. "More talks on women's status, success in society, defense or rape seminars, courses applicable to the future, etc." were mentioned by one woman. Also suggested were programs on "what to expect at WTSU, how to function as an older than average student, and how to get oneself back into habits of studying, writing papers, taking finals, etc."

The only other subject discussed by more than one or two women was in the area of women's athletics. It was felt that WTSU has sadly neglected this part of its athletic program. The respondents believed that there was a definite need for more variety in the sports available to women and for more scholarships to be offered to women athletes. Among the stated responses were: "more and better athletic activities," "I would like to see more attention given to women's athletics," and "I think the women's athletic program is lacking and more scholarships for women ought to be offered."

The number and variety of suggestions offered by the respondents is too great to list all of them, but a few of the suggestions were: "initiate more programs for female minority students, provide programs in supervision through the College of Education, expand the horsemanship program, place more women in WTSU administrative positions and on the WTSU Board of Regents, offer more evening classes, and provide a graduate program in Psychology and Nursing."

When asked how their experience at WTSU could be more helpful or rewarding, 159 of the 553 respondents wrote specific suggestions while 24 other

respondents made only positive statements concerning the current status of the University. This final question was designed to elicit concrete suggestions for improving the programs and/or services available at WTSU.

The general topics of the responses will be presented in the following sequence: communication difficulties, counseling services, student-oriented faculty, student campus activities, women students, handicapped students, black students, summary of other suggestions, and positive comments.

Inadequate communication between WTSU and students appears to be a major shortcoming. Most of the services and programs expressed as desired and/or needed by the respondents seem to be available; however, many of the respondents are unaware of their existence or how to avail themselves of these services.

Twenty-nine respondents stated that more comprehensive counseling of students needs to be done at both the undergraduate and graduate levels. The respondents perceived that this advisement should include: adequate time for counseling students as individuals, identification of courses necessary for graduation requirements in a selected field of study, an overview of a chosen program in terms of time needed for completion and job preparation options, and realistic awareness of job opportunities for graduates in that field of study.

Some of the respondents said they did not know where to go to obtain academic, career, or personal counseling. Although other respondents were aware of the Counseling Centers, they were unsure of how to use the available services.

One respondent stated: When I applied for admission I was made to understand that counseling was available. I also met the 'counselor' and was assured that he kept current with the changing requirements in my field.

However, I later learned that he taught four classes, was head of the Department, and had a research grant going--there was no way he had time to counsel."

Seven of the past student respondents (attending WTSU prior to 1976) regretted that there was no organized program for counseling mature students. They perceived that older married, divorced, or widowed women had special interests and needs.

Twenty-two respondents recommended that WTSU have "caring" faculty members and administrators--University personnel who demonstrate school spirit, give encouragement, and value students as worthy human beings.

Fifteen respondents made suggestions concerned with housing and student activities. Each of the following suggestions were noted by more than one respondent:

Provide activities for all students--not just members of organized groups.

Disband all sororities.

Publicize extra-curricular activities.

Provide activities on weekends for the campus students.

The suggestions that seemed to be addressed specifically to the problems of women were:

Have more campus organizations and activities for women.

Have a more functional lending policy at the library. Periodicals could not be checked out overnight yet most mature women students live away from Canyon.

Recognize and encourage scholastic achievement.

Demonstrate consideration for women students by providing a decent lounge with a telephone to enable mothers to call to check on their children.

Provide a University child care center.

Recognize mature women students in Campus publications.

Emphasize career counseling to attract and keep women students.

Abandon discrimination toward women students in all classes and academic programs.

Encourage qualified women to pursue educational programs leading to administrative positions.

Three of the 159 respondents said there is a definite need to improve activities and relations among the black students on campus.

One handicapped respondent said, "The WTSU campus was not well suited for handicapped people at all. The buildings which I had courses in had no handrails to get in them, no elevators to get above Floor 1, had no handicapped parking near them. I am presently taking two WTSU required courses (Government and History) which Clarendon Junior College is offering at my hometown high school. I am taking them there because I could not get into the buildings (Old Administration) they were held in. The same problem occurred with my Spanish and Art courses."

Other suggestions for making the experience at WTSU more helpful or rewarding were:

Academic course instructors need to be dedicated and interested in the subjects taught.

Have all faculty in all departments not only be adequately qualified to teach their assigned courses but also demonstrate competent teaching skills.

Have all teachers show more concern for students.

Instructors need to be available for counseling working students late afternoons or on Saturdays.

Emphasize educational counseling and enrollment directions for transfer students as well as freshmen.

Schedule classes for the convenience of students rather than for the convenience of faculty.

Offer more courses at night and, when feasible, in Panhandle communities.

Provide more current resource materials in the library and learning centers.

Make the Activity Center available to WTSU alumni.

Work out a system (perhaps by examination or interview) that would make it possible to grant university credit for life experiences.

Accept for credit, courses completed satisfactorily by Registered Nurses at other institutions rather than requiring that they repeat the courses at WTSU.

Provide more, and earlier in the program, public school experiences for education majors.

Permit student teaching to be done in schools other than Amarillo, Canyon, and Hereford.

The unsolicited positive comments made by 24 respondents are well summarized by the two students who wrote: "I feel that overall the learning experience at WTSU has been very rewarding. Most of all the friendships with the faculty that I have developed have had a major influence on my life. Overall the faculty at WTSU is excellent and for the most part genuinely concerned for the students." "Attending WTSU was a very exciting experience for me. I had not been to college for ten years when I enrolled here in 1973. The two years I attended could not have been more rewarding."

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The idea for this study was to conduct a follow-up of a random sample of women attending West Texas State University from Fall, 1973, through Spring, 1976, in order to assist in the evaluation of the educational experience for women at WTSU. The purposes of the study were to obtain: (1) a limited description of the population; (2) personal and professional information regarding the selected subjects; (3) current information on the educational and employment patterns of the subjects; (4) perceptions of the subjects concerning their educational experiences while attending WTSU; and (5) suggestions from the subjects on how the WTSU experience might be improved.

The kinds of data collected for this study included: (1) information obtained from official university records; and (2) past and current women students' responses to telephone interviews and mailed questionnaires.

Findings in this study were based upon data concerning a random sample of women students attending WTSU from Fall, 1973, through Spring, 1976. Five hundred fifty-eight women, 70 percent of the 795 women consenting to participate in the study, comprised the subjects of this study.

The instruments used to obtain data in this follow-up study were divided into the following major categories: (1) a structured interview form which the investigators used to elicit information from the subjects via telephone; and (2) two questionnaires, one for past students and one for current students. (Past students were those respondents who were not enrolled at WTSU for the Fall semester, 1976; and current students were those respondents enrolled at WTSU for the Fall semester, 1976.) The questionnaires were designed to obtain much

identical data which could be tabulated to represent the total group of respondents. The items which were different for past and current students were pertinent to their status.

Both questionnaires were divided into the following major categories: description of the population, marital status, educational goal in attending WTSU, status when entering WTSU, current educational status and aspiration, job status and future plans, evaluation of WTSU educational experience, professional honors and/or recognitions received, and suggestions and observations for improving the programs at WTSU. All instruments of informational inquiry were pre-tested by subjects not involved in the study.

The investigators telephoned 800 randomly selected women students attending WTSU between Fall, 1973 and Spring, 1976. After presenting the students--and former students--with a brief description of the study, the investigators asked the women to participate in the study. Upon obtaining the subjects' consent to participate, the investigators administered the structured interview instrument to the selected subjects via telephone. The appropriate questionnaire was mailed to each of the participating subjects immediately following the telephone conversations.

The data obtained from all instruments were computed by the WTSU D.E.C. System 10 Computer. The data were reported in text and tables in the nine major categories included in the telephone interview and questionnaires.

With questions that allowed multiple responses, the total number of responses may have exceeded the total number of respondents. Since some subjects did not answer all the questions, the "N" of many tables was based upon the number of participants responding to a given item and did not always reflect the total number of women included in the study. In the above described cases, percentages were based upon the number of participants responding to an item.

The findings in this study included the following descriptive information.

Two hundred thirty-three, or 42%, of the 558 respondents were current students while 325, or 58%, of the respondents were no longer attending WTSU. Five hundred thirty-five, or 96%, of the respondents were Texas residents. The subjects ranged in age from 17 years to 62 years. Both past and current students were represented by respondents in each of the six semesters included in the study.

Nearly three-fifths of the women surveyed were single and over one-third were married. Only slightly more than five percent of the subjects were divorced, separated or widowed.

One hundred seventy-four, or 31%, of the subjects, had a total of 296 children. Those having children had from one to six children ranging in age from less than one year to 40 years.

One-third of the respondents indicated that their educational goal in attending WTSU was to obtain a degree. Forty-five percent of the respondents stated that their goal was to prepare themselves for a new position or to improve their working skills so they could advance in their present position.

Of the 325 women no longer enrolled at WTSU, 245, or 75%, indicated they had achieved their educational goal in attending WTSU and 80 women, or 25%, had failed to achieve their stated purpose. A number of these 80 women listed financial problems as a major reason they had not obtained their degree. Several women interrupted their education for family or health reasons. Twenty-one of the 80 women transferred to another university. The primary reason these women gave for transferring was that WTSU did not offer a degree in their chosen field of study.

Forty-seven percent of the respondents first entered WTSU directly from high school. While 15 percent of the respondents transferred from a two-year college, 11 percent transferred from another four-year institution. Eleven percent entered after working for three or more years and six percent entered after working for less than three years.

One-fourth of the respondents received no financial support from family and others while over one-half of the respondents received from 60 percent to 100 percent financial support while attending WTSU. Over one-half of the respondents worked part-time or full-time while attending WTSU.

Excluding summer sessions, three-fourths of the respondents had been enrolled at WTSU from three to eight semesters. One-third of the respondents had never attended a summer session. Slightly over one-fourth of the respondents had attended three or more summer sessions.

Two-thirds of the respondents were full-time students carrying an average of 10-16 hours per semester. Slightly more than one-fifth, of the women responding, were part-time students enrolled in three to nine hours per semester. One-eighth of the respondents carried 17-23 hours each semester.

Two-thirds of the respondents most frequently enrolled in day classes while only one-tenth of the subjects enrolled exclusively in evening classes; one-fourth enrolled in both day and evening classes.

Forty-five percent of the 558 women surveyed had received a degree from WTSU while the remaining 55 percent had not received a degree.

Nearly three-fifths of the women, no longer enrolled at WTSU, reported that they had taken no college courses since leaving WTSU.

Four hundred thirty-seven women, or 84%, of the respondents, reported that they planned to continue their education. Considering that 251 of the women had already received a degree from WTSU, the selected women in this

study appear to be highly motivated educationally. Fifty-two percent of the women planned to continue their education at WTSU at the undergraduate and graduate level compared to 32 percent of the women who planned to attend another college or university.

Nineteen percent of the respondents indicated their family situation affected their decision to leave WTSU. Most of the women, who did not return to school or did not return to WTSU, had obtained their desired degrees and were accepting or had accepted employment in another city or state. Several reported that WTSU did not offer a master's degree or advanced certification in their field.

Only 17 percent of the respondents were disappointed with their experience at WTSU. The recurring reason for disappointment listed was non-concern for students by instructors and/or administrators.

Family mobility and financial circumstances were listed as the single most important reasons for past students desiring to continue their education at WTSU but being unable to do so.

Of the 509 women who answered the question, 54 percent were working in their main area of educational preparation. Nearly 40 percent of these women occupied positions which are classified as either professional or technical. Only three percent of the respondents were employed as managers or administrators while 14 percent were clerical workers. Eighteen percent of the women reported that they were unemployed.

Four-fifths of the women were fairly satisfied or well satisfied with their jobs. Over one-fourth of the respondents stated they accepted their present positions because of a desirable location and one-sixth said they accepted their positions because of the salary offered. One-eighth of the women liked the people who interviewed them and one-eighth of the women's spouses worked in the community.

Slightly less than one-half of the women plan to continue in their present position. Over two-thirds of the respondents reported that they intended to remain in the same field of work. The single most important reason given for unemployment was that of being a full-time student. Less than two percent of the respondents said they were dissatisfied with the job for which they prepared. Three-fourths of the respondents perceived their future employment status as a professional or technical position.

Nearly one-third of the respondents stated they had located their first job through family and/or friends while nearly one-fifth of the women had received job placement assistance from the WTSU Placement Service and faculty.

The respondents were asked to evaluate 22 programs and services provided by WTSU that they had used. Eight services that 40 percent or more of the 558 respondents had not used were: Freshman Orientation Program, Personal Counseling, Intercollegiate Athletics, Placement Service, Financial Aids, Health Service, Food Service, and University Police.

Ten of the 22 programs and services evaluated received a "good" or an "excellent" evaluation by over three-fifths of the respondents.

Five of the services were perceived as average, good, or excellent by 90 percent or more of the respondents. These services were: Student Relationships, Learning Resource Centers, Overall University Facilities, Faculty Instruction, and Overall Quality of Instruction.

With the exception of Food Service and WTSU Police, all the programs and services were perceived to be average, good, or excellent by 70 percent or more of the respondents evaluating them.

Three hundred seventy-seven women, of the 558 surveyed, evaluated this educational experience in their major field of study as related to their current employment. Over two-thirds of the respondents reported that their

educational experience had been excellent or good in helping them with their current job. Only one-sixth of the respondents rated their educational experience as fair or poor as far as being helpful in their current job.

Almost one-half of the employed women believed that their college training had a direct influence on securing their present position and had prepared them for their job skills.

Eighty-five percent of the respondents said they would recommend WTSU to a person seeking to complete the same program that they were majoring in at WTSU. Ninety-three percent of the respondents indicated satisfaction or extreme satisfaction concerning preparation they had received at WTSU for additional academic work. Ninety-four percent of the respondents stated they were interested in learning the course materials.

Housing, while attending WTSU, was not perceived to be a problem by 85 percent of the respondents.

Over 90 percent of the respondents felt the highest degree of concern shown them as students at WTSU came from the faculty members in their major field of study.

The respondents were asked to rate all the fields of study in which they had taken one or more courses. The number of respondents evaluating each field of study ranged from eight women in Industrial Education to 385 women evaluating English.

With the exception of the Departments of Political Science (49%) and Sociology (43%), 50 percent or more of the respondents evaluated the different fields of study as excellent or good.

Three hundred four of the respondents had received a total of 368 professional honors and/or recognition. Seventy-seven different honors were identified.

The women participating in the study, who were currently enrolled, were asked to give any suggestions they might have as to programs which would be of particular interest to women and that they would like to see initiated at WTSU. The respondents stated the following suggestions:

1. Establish a School of Home Economics or at least provide a diversified program of courses related to the field of Home Economics.
2. Establish a University Child Care Center.
3. Provide programs, activities, and services that will nurture the older than average student.
4. Offer a series of mini-courses or seminars dealing with subjects of interest to all women.
5. Support and enrich women's athletics at WTSU by providing more scholarships and expanding the program.
6. Provide programs in Supervision through the College of Education.
7. Expand the Horsemanship program.
8. Place more women in WTSU administrative positions, and on the WTSU Board of Regents.
9. Offer more evening classes.
10. Provide a graduate program in Psychology and Nursing.

When asked how their experience at WTSU could be more helpful or rewarding, 159 of the 558 respondents wrote specific suggestions while 24 other respondents made only positive statements concerning the current status of the University. This final question was designed to elicit concrete suggestions for improving the programs and/or services available at WTSU.

The major suggestions presented were:

1. Improve communications between WTSU and students concerning what services are available and how to use these services.
2. Implement more comprehensive counseling at both the undergraduate and graduate level.

3. Provide special counseling for older than average students.
4. Have "caring" faculty members and administrators--ones who value students as worthy human beings.
5. Provide activities for all students.
6. Improve activities and relations among black students on campus.
7. Provide facilities so that handicapped students can attend class.

Conclusions

Conclusions drawn on the basis of the findings of the study included:

1. Respondents involved in the study were interested in the improvement of the educational experience for women at WTSU. This was evidenced by the time students and former students spent with the investigators in telephone interviews and completion and return of an extensive questionnaire by 70 percent of the women receiving the questionnaires.
2. There appeared to be no particular difference in responses given by the subjects according to age, marital status, classification, and current or past enrollment.
3. Most of the subjects no longer attending WTSU had achieved their educational goal. The major reason given for not achieving their goal was monetary.
4. The majority of the subjects first entered WTSU directly from high school while only 26 percent transferred from a two year college or another four-year institution.
5. The majority of the subjects worked part-time or full-time while attending WTSU.
6. The majority of the subjects were full-time students and nearly one-third of the subjects attended summer sessions.

7. The selected women in this study appeared to be highly motivated educationally considering that 251 of the women had already received a degree from WTSU and that 84 percent of all the respondents reported that they planned to continue their education.

8. Only a small sampling of respondents were disappointed with their educational experience at WTSU. The recurring reason for disappointment listed was non-concern for students by instructors and/or administrators.

9. Less than one-fifth of the subjects reported that they had received job placement assistance from the WTSU Placement Service and faculty.

10. Of the 22 programs and services evaluated by the subjects, 20 programs and services were perceived by 70 percent of the respondents to be average, good, or excellent.

11. The quality of faculty instruction was perceived very favorably by the subjects. This was evidenced by 65 percent of the respondents rating faculty instruction as excellent and good and with only nine percent of the respondents rating faculty instruction as fair or poor.

12. Improved communication between WTSU and students concerning services available and how to use those services would upgrade various programs and services.

13. The findings support the conclusion that periodic feedback from past and current students can provide a university valuable information for use in program improvement.

14. Follow-up studies should be systematic and continuous.

15. This study was concerned with a random sample of women students attending WTSU from Fall, 1973, through Spring, 1976. The results of this study do not necessarily reflect the perceptions of all women enrolled during this period or of those who are currently enrolled at WTSU in 1977.

16. Perceptions of respondents concerning program offerings viewed in the light of 1977 programs tend to meet many of the perceived needs which were articulated by the respondents.

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study appear to be highly motivated educationally. Fifty-two percent of the women planned to continue their education at WTSU at the undergraduate and graduate level compared to 32 percent of the women who planned to attend another college or university.

Nineteen percent of the respondents indicated their family situation affected their decision to leave WTSU. Most of the women, who did not return to school or did not return to WTSU, had obtained their desired degrees and were accepting or had accepted employment in another city or state. Several reported that WTSU did not offer a master's degree or advanced certification in their field.

Only 17 percent of the respondents were disappointed with their experience at WTSU. The recurring reason for disappointment listed was non-concern for students by instructors and/or administrators.

Family mobility and financial circumstances were listed as the single most important reasons for past students desiring to continue their education at WTSU but being unable to do so.

Of the 509 women who answered the question, 54 percent were working in their main area of educational preparation. Nearly 40 percent of these women occupied positions which are classified as either professional or technical. Only three percent of the respondents were employed as managers or administrators while 14 percent were clerical workers. Eighteen percent of the women reported that they were unemployed.

Four-fifths of the women were fairly satisfied or well satisfied with their jobs. Over one-fourth of the respondents stated they accepted their present positions because of a desirable location and one-sixth said they accepted their positions because of the salary offered. One-eighth of the women liked the people who interviewed them and one-eighth of the women's spouses worked in the community.

Slightly less than one-half of the women plan to continue in their present position. Over two-thirds of the respondents reported that they intended to remain in the same field of work. The single most important reason given for unemployment was that of being a full-time student. Less than two percent of the respondents said they were dissatisfied with the job for which they prepared. Three-fourths of the respondents perceived their future employment status as a professional or technical position.

Nearly one-third of the respondents stated they had located their first job through family and/or friends while nearly one-fifth of the women had received job placement assistance from the WTSU Placement Service and faculty.

The respondents were asked to evaluate 22 programs and services provided by WTSU that they had used. Eight services that 40 percent or more of the 558 respondents had not used were: Freshman Orientation Program, Personal Counseling, Intercollegiate Athletics, Placement Service, Financial Aids, Health Service, Food Service, and University Police.

Ten of the 22 programs and services evaluated received a "good" or an "excellent" evaluation by over three-fifths of the respondents.

Five of the services were perceived as average, good, or excellent by 90 percent or more of the respondents. These services were: Student Relationships, Learning Resource Centers, Overall University Facilities, Faculty Instruction, and Overall Quality of Instruction.

With the exception of Food Service and WTSU Police, all the programs and services were perceived to be average, good, or excellent by 70 percent or more of the respondents evaluating them.

Three hundred seventy-seven women, of the 558 surveyed, evaluated this educational experience in their major field of study as related to their current employment. Over two-thirds of the respondents reported that their

educational experience had been excellent or good in helping them with their current job. Only one-sixth of the respondents rated their educational experience as fair or poor as far as being helpful in their current job.

Almost one-half of the employed women believed that their college training had a direct influence on securing their present position and had prepared them for their job skills.

Eighty-five percent of the respondents said they would recommend WTSU to a person seeking to complete the same program that they were majoring in at WTSU. Ninety-three percent of the respondents indicated satisfaction or extreme satisfaction concerning preparation they had received at WTSU for additional academic work. Ninety-four percent of the respondents stated they were interested in learning the course materials.

Housing, while attending WTSU, was not perceived to be a problem by 85 percent of the respondents.

Over 90 percent of the respondents felt the highest degree of concern shown them as students at WTSU came from the faculty members in their major field of study.

The respondents were asked to rate all the fields of study in which they had taken one or more courses. The number of respondents evaluating each field of study ranged from eight women in Industrial Education to 385 women evaluating English.

With the exception of the Departments of Political Science (49%) and Sociology (43%), 50 percent or more of the respondents evaluated the different fields of study as excellent or good.

Three hundred four of the respondents had received a total of 368 professional honors and/or recognition. Seventy-seven different honors were identified.

The women participating in the study, who were currently enrolled, were asked to give any suggestions they might have as to programs which would be of particular interest to women and that they would like to see initiated at WTSU. The respondents stated the following suggestions:

1. Establish a School of Home Economics or at least provide a diversified program of courses related to the field of Home Economics.
2. Establish a University Child Care Center.
3. Provide programs, activities, and services that will nurture the older than average student.
4. Offer a series of mini-courses or seminars dealing with subjects of interest to all women.
5. Support and enrich women's athletics at WTSU by providing more scholarships and expanding the program.
6. Provide programs in Supervision through the College of Education.
7. Expand the Horsemanship program.
8. Place more women in WTSU administrative positions, and on the WTSU Board of Regents.
9. Offer more evening classes.
10. Provide a graduate program in Psychology and Nursing.

When asked how their experience at WTSU could be more helpful or rewarding, 159 of the 558 respondents wrote specific suggestions while 24 other respondents made only positive statements concerning the current status of the University. This final question was designed to elicit concrete suggestions for improving the programs and/or services available at WTSU.

The major suggestions presented were:

1. Improve communications between WTSU and students concerning what services are available and how to use these services.
2. Implement more comprehensive counseling at both the undergraduate and graduate level.

3. Provide special counseling for older than average students.
4. Have "caring" faculty members and administrators--ones who value students as worthy human beings.
5. Provide activities for all students.
6. Improve activities and relations among black students on campus.
7. Provide facilities so that handicapped students can attend class.

Conclusions

Conclusions drawn on the basis of the findings of the study included:

1. Respondents involved in the study were interested in the improvement of the educational experience for women at WTSU. This was evidenced by the time students and former students spent with the investigators in telephone interviews and completion and return of an extensive questionnaire by 70 percent of the women receiving the questionnaires.
2. There appeared to be no particular difference in responses given by the subjects according to age, marital status, classification, and current or past enrollment.
3. Most of the subjects no longer attending WTSU had achieved their educational goal. The major reason given for not achieving their goal was monetary.
4. The majority of the subjects first entered WTSU directly from high school while only 26 percent transferred from a two year college or another four-year institution.
5. The majority of the subjects worked part-time or full-time while attending WTSU.
6. The majority of the subjects were full-time students and nearly one-third of the subjects attended summer sessions.

APPENDIX

WEST TEXAS STATE UNIVERSITY
Director of Programs for Women
WT Box 185
Canyon, Texas 79016

Dear Friend:

Under the aegis of Organized Research at West Texas State University, we are conducting a follow-up study of women who have attended this university from Fall, 1973, through Spring, 1976. Although you may have attended West Texas State University prior to Fall, 1973, we are only concerned with the aforementioned period of time.

Will you take a few minutes to assist us in the evaluation of the educational experiences for women at West Texas State University? Please fill out the enclosed questionnaire, for we feel that you are the expert who can assist us best in a real evaluation of our programs and opportunities. We are convinced that constant improvement can be made in specific areas of the university to better meet the special needs and interests of today's women.

Thank you for your time, assistance, and cooperation.

Sincerely,

Enid Bates

Enid Bates, Associate Professor
Elementary Education
Coordinator & Advisor of
Programs for Women

Jack Bullock

Jack Bullock, Associate Professor
Department of Mathematics

EB:dgw

Enclosure

INFORMATION SHEET

Name: _____ Age: _____ Marital
Status: _____
Permanent Address: _____ Phone
Number: _____
WT Address: _____ Phone
Number: _____
Classification: _____ Major: _____
Texas Resident? _____
Date called: _____
Currently enrolled at WT? _____
Currently enrolled at another university? _____ Where? _____
How long since last attending school? _____

Willing to participate? _____
yes no

Questionnaire sent: _____ date Questionnaire returned: _____ date

A Follow-up Study of Women Attending
West Texas State University
From Fall, 1973, through Spring, 1976
(Past Students)

A. MARITAL STATUS

1. Please classify your marital status at the time of your enrollment at West Texas State University:

a. ☐ single	d. ☐ separated
b. ☐ married	e. ☐ widowed
c. ☐ divorced	

2. Please classify your current marital status if it has changed since leaving West Texas State University:

a. ☐ single	d. ☐ separated
b. ☐ married	e. ☐ widowed
c. ☐ divorced	

3. If you have children, how many? How old?

Number	Ages

B. EDUCATIONAL GOAL IN ATTENDING WEST TEXAS STATE UNIVERSITY

4. Which option best describes your educational goal in attending WTSU?

a. ☐ for general information
b. ☐ to improve or advance in job
c. ☐ to get a new job
d. ☐ for a community activity
e. ☐ for personal or family interest
f. ☐ for social or recreational reasons
g. ☐ to obtain degree
h. ☐ other (specify) _____

5. Did you achieve the purpose stated above?

a. ☐ yes b. ☐ no

If no, please explain. _____

C. STATUS WHEN ENTERING WEST TEXAS STATE UNIVERSITY

6. Which best describes your status when you first entered WTSU?

a. ☐ entered directly from high school
b. ☐ entered after working for less than 3 years
c. ☐ entered after working 3 years or more
d. ☐ transferred from a 2-year college

continued on next page

e. ☐ transferred from another 4-year institution

f. ☐ other (specify) _____

7. What percentage of financial support did you receive from your family and others while attending WTSU?

a. ☐ none

b. ☐ 1-19%

c. ☐ 20-39%

d. ☐ 40-59%

e. ☐ 60-79%

f. ☐ 80-100%

8. How many hours per week did you work while attending WTSU? _____

9. Excluding summer sessions, how many semesters were you enrolled at WTSU?

a. ☐ 1-2

b. ☐ 3-4

c. ☐ 5-6

d. ☐ 7-8

e. ☐ 9-10

f. ☐ 11+

How many summer sessions?

a. ☐ 1-2

b. ☐ 3-4

c. ☐ 5-6

10. What was the average number of hours you carried per semester while enrolled at WTSU?

a. ☐ 3-9

b. ☐ 10-16

c. ☐ 17-23

11. What kinds of courses did you mostly enroll in at WTSU?

a. ☐ day

b. ☐ evening

c. ☐ both

D. CURRENT EDUCATIONAL STATUS AND ASPIRATION

12. Did you receive a degree from WTSU?

a. ☐ yes

b. ☐ no

13. How many credit hours have you completed at WTSU? _____

14. Have you continued your education since leaving WTSU?

a. ☐ I have taken no college courses since leaving.

b. ☐ I have taken some college courses since leaving.

c. ☐ I have achieved a bachelor's degree.

d. ☐ I have achieved a bachelor's degree plus graduate courses.

e. ☐ I have achieved a master's degree.

f. ☐ I have achieved a professional degree.

g. ☐ I have achieved a doctorate.

15. In the above question, if you have marked any responses "b" through "g", please list the school or schools.
-

16. Do you plan to continue your education?

a. ☐ Yes, at the undergraduate level at WTSU
b. ☐ Yes, at the undergraduate level but not at WTSU
c. ☐ Yes, at the graduate level at WTSU
d. ☐ Yes, at the graduate level but not at WTSU
e. ☐ No

17. In the above question, if you responded to "b" or "d", please indicate which college you will attend, when you will enroll, and what field you will pursue.
-
-

18. If you have not completed your educational program at WTSU, when did you leave the university?

a. ☐ during 1st semester
b. ☐ end of 1st semester
c. ☐ during 2nd semester
d. ☐ end of 2nd semester
e. ☐ other (specify) _____

19. What affected your decision to leave WTSU? (State your single most important reason.)

a. ☐ unavailability of financial aid
b. ☐ personal financial situation got worse
c. ☐ employment prospects for chosen field were poor at that time
d. ☐ displeased with past academic performance
e. ☐ pregnancy
f. ☐ family problems
g. ☐ marriage
h. ☐ transportation problem
i. ☐ unavailability of suitable child care
j. ☐ too much course work
k. ☐ took a job
l. ☐ lack of social life
m. ☐ lack of self-confidence
n. ☐ attitude of family
o. ☐ mobility of family
p. ☐ disappointed with experience at WTSU
q. ☐ other (single most important reason) _____

20. If you responded to "p" in the above question, please specify what you were disappointed with.
-
-

21. If you had intended to continue your education at WTSU but circumstances arose making it impossible to do so, please specify the single most important reason from the list in question "18" which affected your plans.

E. JOB STATUS AND FUTURE PLANS

22. Are you working in your main area of educational preparation?

a. yes

b. no

23. Which of the following best describes your present employment status?

a. professional-technical

e. service worker

b. manager-administrator

f. labor-farm worker

c. sales worker

g. unemployed

d. clerical worker

h. _____ other (specify) _____

24. If employed, what is your reaction to your job?

a. well satisfied

d. tolerate it

b. fairly satisfied

e. dislike it

c. undecided

25. If employed and not satisfied with your present position, state the primary reason it has failed to meet your aspirations.

a. undesirable location

e. too many responsibilities

b. salary too low

f. working outside educational

c. toc routine

```

      preparation area

```

d. poor working conditions

g. other (specify) _____

26. If employed, what influenced you most to accept your present job?

a. desirable location

d. spouse works in community

b. salary offered

e. _____ spouse attending the university

c. liked people I interviewed
with

f. other (specify)

27. If employed, what are your plans as far as your present position is concerned?

a. intend to continue in same position

b. plan to change positions

c. am undecided at present

d. plan to drop out for time being

e. other (specify)

28. If employed, what are your plans as far as your present field is concerned?

- a. ☐ intend to continue in same field
- b. ☐ plan to change fields
- c. ☐ am undecided at present
- d. ☐ plan to drop out for time being
- e. ☐ other (specify) _____

29. If not employed, indicate single most important reason.

- a. ☐ dissatisfied with job prepared for
- b. ☐ already financially secure
- c. ☐ professional
- d. ☐ personal
- e. ☐ did not plan to work
- f. ☐ unable to find employment in major field
- g. ☐ unable to find any suitable employment
- h. ☐ other (specify) _____

30. Which of the following best describes your future employment status?

- a. ☐ professional and technical
- b. ☐ manager and administrator
- c. ☐ sales worker
- d. ☐ clerical worker
- e. ☐ service worker
- f. ☐ labor and farm worker
- g. ☐ other (specify) _____

31. If employed, how did you locate your first job?

- a. ☐ faculty at WTSU
- b. ☐ WTSU placement office
- c. ☐ newspaper
- d. ☐ family and/or friend
- e. ☐ employment agency
- f. ☐ held same job while attending WTSU
- g. ☐ other (specify) _____

F. EVALUATION OF WTSU EDUCATIONAL EXPERIENCE

32. Please rate on a scale of 0-5 the following services provided by the university that you used or came into contact with.

0 - Did not use or come in contact with
1 - Excellent 2 - Good 3 - Average 4 - Fair 5 - Poor

- a. ☐ admissions program
- b. ☐ freshman orientation program
- c. ☐ academic atmosphere

continued on next page 113

- d. ☐ overall quality of instruction
- e. ☐ faculty instruction
- f. ☐ faculty availability outside of class
- g. ☐ counseling for course selection
- h. ☐ personal counseling
- i. ☐ student-faculty relationships
- j. ☐ student relationships
- k. ☐ facilities available in major field of study
- l. ☐ overall university facilities
- m. ☐ learning resource centers
- n. ☐ availability of cultural programs
- o. ☐ variety of student extracurricular activities
- p. ☐ variety of student organizations
- q. ☐ intercollegiate athletics
- r. ☐ overall university atmosphere
- s. ☐ placement service
- t. ☐ financial aids
- u. ☐ health service
- v. ☐ food service
- w. ☐ university police

33. If employed, rate on a scale of 1-5 how your educational experience in your major field has helped you on the job. Please rate ONLY your major field of study.

1 - Excellent 2 - Good 3 - Average 4 - Fair 5 - Poor

- | | |
|--|---|
| a. ☐ Agriculture Business & Economics | s. ☐ Social Work |
| b. ☐ Animal Science | t. ☐ Accounting |
| c. ☐ Plant Science | u. ☐ Business Administration |
| d. ☐ Bible | v. ☐ Business Education |
| e. ☐ Biology | w. ☐ Office Administration |
| f. ☐ Chemistry | x. ☐ Computer Information Systems |
| g. ☐ English | y. ☐ Business Economics |
| h. ☐ Geography | z. ☐ Elementary Education |
| i. ☐ Geology | aa. ☐ Health, Physical Education, and Recreation |
| j. ☐ Anthropology | bb. ☐ Industrial Education |
| k. ☐ History | cc. ☐ Psychology |
| l. ☐ Journalism | dd. ☐ School Services |
| m. ☐ Mathematics | ee. ☐ Art |
| n. ☐ Military Science | ff. ☐ Music |
| o. ☐ Modern Language | gg. ☐ Speech & Theatre |
| p. ☐ Physics | hh. ☐ Nursing |
| q. ☐ Political Science | ii. ☐ Counseling |
| r. ☐ Sociology | jj. ☐ Secondary & Higher Education |

34. To what extent has your college training helped you in obtaining your present job?

- | | |
|--|------------------------------------|
| a. ☐ a great deal | c. ☐ little |
| b. ☐ some | d. ☐ none |

35. To what extent has your college training prepared you for your job skills?

a. ☐ a great deal
b. ☐ some

c. ☐ little
d. ☐ none

36. Would you recommend WTSU to a person seeking to complete the same program that you majored in here?

a. ☐ yes

b. ☐ no

If no, why? _____

37. Please check the degree of satisfaction to which you feel WTSU prepared you for additional academic work?

a. ☐ extremely satisfactorily
b. ☐ satisfactorily
c. ☐ unsatisfactorily

38. Were you interested in learning the course materials?

a. ☐ yes

b. ☐ no

39. Please rate on a scale of 1-5 the following classroom conditions.

1 - Excellent 2 - Good 3 - Average 4 - Fair 5 - Poor

a. ☐ adequate lighting
b. ☐ adequate ventilation
c. ☐ sufficient blackboard space

d. ☐ appropriate furniture
e. ☐ conducive accoustics

40. Did you find child care a problem while attending school at WTSU?

a. ☐ yes

b. ☐ no

41. Did you find housing a problem while attending school at WTSU?

a. ☐ yes

b. ☐ no

42. On a scale of 1-4, rate the degree of concern shown for women students at WTSU by the listed groups of people.

1 - high 2 - Moderate 3 - Little 4 - None

a. ☐ administration
b. ☐ faculty in major field of study
c. ☐ other faculty
d. ☐ other students

43. On a scale of 1-5, please rate all of the fields of study below in which you have taken one or more courses.

1 - Excellent 2 - Good 3 - Average 4 - Fair 5 - Poor

- | | |
|--|---|
| a. ☐ Agriculture Business & Economics | s. ☐ Social Work |
| b. ☐ Animal Science | t. ☐ Accounting |
| c. ☐ Plant Science | u. ☐ Business Administration |
| d. ☐ Bible | v. ☐ Business Education |
| e. ☐ Biology | w. ☐ Office Administration |
| f. ☐ Chemistry | x. ☐ Computer Information Systems |
| g. ☐ English | y. ☐ Business Economics |
| h. ☐ Geography | z. ☐ Elementary Education |
| i. ☐ Geology | aa. ☐ Health, Physical Education, and Recreation |
| j. ☐ Anthropology | bb. ☐ Industrial Education |
| k. ☐ History | cc. ☐ Psychology |
| l. ☐ Journalism | dd. ☐ School Services |
| m. ☐ Mathematics | ee. ☐ Art |
| n. ☐ Military Science | ff. ☐ Music |
| o. ☐ Modern Language | gg. ☐ Speech & Theatre |
| p. ☐ Physics | hh. ☐ Nursing |
| q. ☐ Political Science | ii. ☐ Counseling |
| r. ☐ Sociology | jj. ☐ Secondary & Higher Education |

G. PROFESSIONAL HONORS AND/OR RECOGNITIONS RECEIVED

44. Please list any professional honors and/or recognitions you received while attending WTSU.
-
-

H. SUGGESTIONS AND OBSERVATIONS FOR IMPROVING THE PROGRAMS AT WTSU

45. In what way could your experience at WTSU have been more helpful?

FOLLOW-UP STUDY OF WOMEN ATTENDING
WEST TEXAS STATE UNIVERSITY
FROM FALL 1973 THROUGH SPRING 1976
(Current Student)

A. MARITAL STATUS

1. Please classify your marital status as follows:

- a. ☐ single
- b. ☐ married
- c. ☐ divorced
- d. ☐ separated
- e. ☐ widowed

2. If you have children, how many? How old?

No.		Age(s)	

B. EDUCATIONAL GOAL IN ATTENDING WTSU

3. Which option best describes your educational goal in attending WTSU?

- a. ☐ for general information
- b. ☐ to improve or advance in job
- c. ☐ to get a new job
- d. ☐ for a community activity
- e. ☐ for personal or family interest
- f. ☐ for social or recreational reasons
- g. ☐ other (specify) _____

C. STATUS WHEN ENTERING WTSU

4. Which best describes your status when you first entered WTSU?

- a. ☐ entered directly from high school
- b. ☐ entered after working for less than 3 years
- c. ☐ entered after working for 3 years or more
- d. ☐ transferred from a 2-year college
- e. ☐ transferred from another 4-year institution
- f. ☐ other (specify) _____

5. What percentage of financial support are you receiving from your family and others?

- | | |
|----------------------------------|-----------------------------------|
| a. <input type="text"/> none | d. <input type="text"/> 40 - 59% |
| b. <input type="text"/> 1 - 19% | e. <input type="text"/> 60 - 79% |
| c. <input type="text"/> 20 - 39% | f. <input type="text"/> 80 - 100% |

6. How many hours per week are you working while attending WTSU?

7. Excluding Summer Sessions, how many semesters have you been enrolled at WTSU?

- | | |
|-------------------------------|--------------------------------|
| a. <input type="text"/> 1 - 2 | d. <input type="text"/> 7 - 8 |
| b. <input type="text"/> 3 - 4 | e. <input type="text"/> 9 - 10 |
| c. <input type="text"/> 5 - 6 | f. <input type="text"/> 11+ |

How many Summer Sessions?

- | |
|-------------------------------|
| a. <input type="text"/> 1 - 2 |
| b. <input type="text"/> 3 - 4 |
| c. <input type="text"/> 5 - 6 |

8. What has been the average number of hours you carried per semester while enrolled at WTSU?

- | |
|---------------------------------|
| a. <input type="text"/> 3 - 9 |
| b. <input type="text"/> 10 - 16 |
| c. <input type="text"/> 17 - 23 |

9. What kinds of courses have you mostly enrolled in at WTSU?

- | |
|---------------------------------|
| a. <input type="text"/> day |
| b. <input type="text"/> evening |
| c. <input type="text"/> both |

D. CURRENT EDUCATIONAL STATUS AND ASPIRATION

10. Have you received a degree from WTSU?

- | | |
|-----------------------------|----------------------------|
| a. <input type="text"/> yes | b. <input type="text"/> no |
|-----------------------------|----------------------------|

11. How many credit hours have you completed at WTSU?

12. Do you plan to continue your education?

- | |
|---|
| a. <input type="text"/> yes, at the undergraduate level at WTSU |
| b. <input type="text"/> yes, at the undergraduate level but not at WTSU |
| c. <input type="text"/> yes, at the graduate level at WTSU |
| c. <input type="text"/> yes, at the graduate level but not at WTSU |
| e. <input type="text"/> no |

13. In the above question, if you responded to "b" or "d", please indicate which college you will attend, when you will enroll, and what field you will pursue.

14. If you do not intend to return to NTSU, what affected your decision?

- a. ☐ unavailability of financial aid
- b. ☐ personal financial situation has worsened
- c. ☐ employment prospects for chosen field are currently poor
- d. ☐ displeased with past academic performance
- e. ☐ pregnancy
- f. ☐ family problems
- g. ☐ marriage
- h. ☐ transportation problems
- i. ☐ unavailability of suitable child care
- j. ☐ too much course work
- k. ☐ took a job
- l. ☐ lack of social life
- m. ☐ lack of self-confidence
- n. ☐ attitude of family
- o. ☐ mobility of family
- p. ☐ disappointed with experience at NTSU
- q. ☐ other (single most important reason)

15. If you responded to "p" in the above question, please specify reason(s) for your disappointment.

E. JOB STATUS AND FUTURE PLANS

16. Are you working in your main area of educational preparation?

- a. ☒ yes b. ☐ no

17. Which of the following best describes your present employment status?

- a. _____ professional & technical
b. _____ manager & administrator
c. _____ sales worker
d. _____ clerical worker
e. _____ service worker
f. _____ labor & farm worker
g. _____ unemployed
h. _____ other (specify) _____

18. If employed, what is your reaction to your job?

- a. ☐ well satisfied
- b. ☐ fairly satisfied
- c. ☐ undecided
- d. ☐ tolerate it
- e. ☐ dislike it

19. If employed and not satisfied with your present position, state the primary reason it has failed to meet your aspiration.

- a. ☐ undesirable location
 - b. ☐ salary too low
 - c. ☐ too routine
 - d. ☐ poor working conditions
 - e. ☐ too many responsibilities
 - f. ☐ working outside educational preparation area
 - g. ☐ other (specify) _____
-

20. If employed, what influenced you most to accept your present job?

- a. ☐ desirable location
 - b. ☐ salary offered
 - c. ☐ liked people I interviewed with
 - d. ☐ spouse works in community
 - e. ☐ spouse is attending the university
 - f. ☐ other (specify) _____
-

21. If employed, what are your plans as far as your present position is concerned?

- a. ☐ intend to continue in same position
 - b. ☐ plan to change positions
 - c. ☐ am undecided at present
 - d. ☐ plan to drop out for time being
 - e. ☐ other (specify) _____
-

22. If employed, what are your plans as far as your present field is concerned?

- a. ☐ intend to continue in same field
 - b. ☐ plan to change fields
 - c. ☐ am undecided at present
 - d. ☐ plan to drop out for time being
 - e. ☐ other (specify) _____
-

23. If not employed, indicate single most important reason.

- a. ☐ dissatisfied with job prepared for
- b. ☐ already financially secure
- c. ☐ professional
- d. ☐ personal
- e. ☐ didn't plan to work
- f. ☐ unable to find employment in major field
- g. ☐ unable to find any suitable employment
- h. ☐ full-time student
- i. ☐ other (specify) _____

24. Which of the following best describes your future employment status?

- a. ☐ professional & technical
- b. ☐ manager & administrator
- c. ☐ sales worker
- d. ☐ clerical worker
- e. ☐ service worker
- f. ☐ labor & farm worker
- g. ☐ other (specify) _____

25. If employed, how did you locate your first job?

- a. ☐ faculty at WTSU
- b. ☐ WTSU placement office
- c. ☐ newspaper
- d. ☐ family and/or friend
- e. ☐ employment agency
- f. ☐ held same job while attending WTSU
- g. ☐ other (specify) _____

F. EVALUATION OF WTSU EDUCATIONAL EXPERIENCE

26. Please rate on a scale of 0 - 5, the following services provided by the university that you have used or have come into contact with.

0 - have not used or come into contact with 1 - excellent 2 - good
3 - average 4 - fair 5 - poor

- a. ☐ admissions program
 - b. ☐ freshman orientation program
 - c. ☐ academic atmosphere
 - d. ☐ overall quality of instruction
 - e. ☐ faculty instruction
 - f. ☐ faculty availability outside of class
 - g. ☐ counseling for course selection
 - h. ☐ personal counseling
 - i. ☐ student-faculty relationships
 - j. ☐ student relationships
 - k. ☐ facilities available in major field of study
 - l. ☐ overall university facilities
 - m. ☐ learning resource centers
 - n. ☐ availability of cultural programs
 - o. ☐ variety of student extracurricular activities
 - p. ☐ intercollegiate athletics
 - r. ☐ overall university atmosphere
- choices continued on next page

- s. ☐ placement service
- t. ☐ financial aids
- u. ☐ health service
- v. ☐ food service
- w. ☐ university police

27. If employed, rate on a scale of 1 - 5 how your educational experience in your major field is helping you on the job. Please rate only your major field of study.

1 - excellent 2 - good 3 - average 4 - fair 5 - poor

- | | |
|--|--|
| a. ☐ Agriculture Business & Economics | t. ☐ Accounting |
| b. ☐ Animal Science | u. ☐ Business Administration |
| c. ☐ Plant Science | v. ☐ Business Education |
| d. ☐ Bible | w. ☐ Office Administration |
| e. ☐ Biology | x. ☐ Computer Information Systems |
| f. ☐ Chemistry | y. ☐ Business Economics |
| g. ☐ English | z. ☐ Elementary Education |
| h. ☐ Geography | aa. ☐ Health, Physical Education and Recreation |
| i. ☐ Geology | bb. ☐ Industrial Education |
| j. ☐ Anthropology | cc. ☐ Psychology |
| k. ☐ History | dd. ☐ School Services |
| l. ☐ Journalism | ee. ☐ Art |
| m. ☐ Mathematics | ff. ☐ Music |
| n. ☐ Military Science | gg. ☐ Speech & Theatre |
| o. ☐ Modern Language | hh. ☐ Nursing |
| p. ☐ Physics | ii. ☐ Counseling |
| q. ☐ Political Science | jj. ☐ Secondary & Higher Education |
| r. ☐ Sociology | |
| s. ☐ Social Work | |

28. To what extent has your college training helped you in obtaining your present job?

- | | |
|--|------------------------------------|
| a. ☐ a great deal | c. ☐ little |
| b. ☐ some | d. ☐ none |

29. To what extent has your college training prepared you for your job skills?

- | | |
|--|------------------------------------|
| a. ☐ a great deal | c. ☐ little |
| b. ☐ some | d. ☐ none |

30. Would you recommend WTSU to a person seeking to complete the same program that you are majoring in here?

- | | |
|---------------------------------|--------------------------------|
| a. ☐ yes | b. ☐ no |
|---------------------------------|--------------------------------|

If no, why? _____

31. Please check the degree of satisfaction to which you feel WTSU is preparing you for additional academic work?
- a. ☐ extremely satisfactorily
 - b. ☐ satisfactorily
 - c. ☐ unsatisfactorily
32. Are you interested in learning the course materials?
- a. ☐ yes
 - b. ☐ no
33. Please rate on a scale of 1 - 5 the following classroom conditions.
- 1 - excellent 2 - good 3 - average 4 - fair 5 - poor
- a. ☐ adequate lighting
 - b. ☐ adequate ventilation
 - c. ☐ sufficient blackboard space
 - d. ☐ appropriate furniture
 - e. ☐ conducive accoustics
34. Do you find child care a problem while attending WTSU?
- a. ☐ yes
 - b. ☐ no
35. Do you find housing a problem while attending WTSU?
- a. ☐ yes
 - b. ☐ no
36. On a scale of 1 - 4, rate the degree of concern shown for women students at WTSU by the listed groups of people.
- 1 - high 2 - moderate 3 - little 4 - none
- a. ☐ adminstration
 - b. ☐ faculty in major field of study
 - c. ☐ other faculty
 - d. ☐ other students
37. On a scale of 1 - 5, please rate all of the fields of study below in which you have taken or are taking one or more courses.
- 1 - excellent 2 - good 3 - average 4 - fair 5 - poor
- | | |
|--|--|
| a. ☐ Agriculture Business & Economics | m. ☐ Mathematics |
| b. ☐ Animal Science | n. ☐ Military Science |
| c. ☐ Plant Science | o. ☐ Modern Language |
| d. ☐ Bible | p. ☐ Physics |
| e. ☐ Biology | q. ☐ Political Science |
| f. ☐ Chemistry | r. ☐ Sociology |
| g. ☐ English | s. ☐ Social Work |
| h. ☐ Geography | t. ☐ Accounting |
| i. ☐ Geology | u. ☐ Business Administration |
| j. ☐ Anthropology | v. ☐ Business Education |
| k. ☐ History | w. ☐ Office Administration |
| l. ☐ Journalism | x. ☐ Computer Information Systems |

Choices continued on next page

- y. ☐ Business Economics
- z. ☐ Elementary Education
- aa. ☐ Health, Physical Education
and Recreation
- bb. ☐ Industrial Education
- cc. ☐ Psychology
- dd. ☐ School Services
- ee. ☐ Art
- ff. ☐ Music
- gg. ☐ Speech and Theatre
- hh. ☐ Nursing
- ii. ☐ Counseling
- jj. ☐ Secondary and Higher Education

G. PROFESSIONAL HONORS AND/OR RECOGNITION RECEIVED

38. Please list any professional honors and/or recognitions you have received while attending WTSU.

H. SUGGESTIONS AND OBSERVATIONS FOR IMPROVING THE PROGRAMS AT WTSU

39. Are there any programs or ideas that you feel would be of particular interest to women in general that you would like to see initiated at WTSU?

- a. ☐ no
- b. ☐ yes (specify) _____
-
-

40. In what way could your experience at WTSU be more rewarding?
